

Point of View

By Mark G. Yudof

The Burgeoning Privatization of State Universities

IN THE MID-1970's, President Derek Bok of Harvard University warned that the central educational mission of private universities was increasingly at risk both because of their reliance on federal research money and because of the demands made on them by federal and state regulators. He feared that the autonomy of private universities would be compromised by virtue of the priorities imposed by government; they might, in essence, become extensions of the public sector.

For the last eight years, however, the obverse of what Mr. Bok described has occurred. State governments gradually have reduced their financial support of public research universities, leaving a vacuum for the private sector to fill. State appropriations for higher education declined in academic 1991-92 for the first time in the 33 years that the Illinois State University's Chambers survey has gathered such data. Just as involvement with government may distort the mission of private universities, decreasing state support and increased reliance on external financing may distort the mission of public institutions. This phenomenon has enormous consequences for higher education.

A year ago the Office of Institutional Studies at the University of Texas at Austin conducted an informal telephone poll of 10 leading state universities. The institutions surveyed were Indiana University, the Ohio State University, the University of Minnesota system, and the Universities of California at Los Angeles, Illinois, Michigan, North Carolina, Texas at Austin, Washington, and Wisconsin. One of the 10 universities received close to 41 per cent of its total budget from appropriated legislative funds, while nearly all of the others were in the 30- to 38-per-cent range. Two public institutions received barely more than a quarter of their funds from general state appropriations.

Although the figures obtained in this informal survey were rough approximations, the overall message is clear: Far less than half of the budgets for leading state universities came from general state revenues. At the University of Texas at Austin, where I teach, 44.8 per cent of the total budget came from tax revenues in 1984-85. Today only 30.2 per cent comes from that source. That dramatic change was due to a small decrease in state funds over the period and a substantial increase in outside support. Next year the figure probably will drop below 30 per cent.

I suspect that if comparable figures were available for other state universities, they would reveal a similar downward spiral. Indeed in 1988-89, 40.2 per cent of total funds for state universities came from legislative appropriations. Public institutions make up the rest of their budgets from tuition and fees, endowment income, alumni contributions, and special-purpose grants and contracts from corporations, the federal government, and, to a lesser extent, local governments.

Why did the reduction in the proportion of state appropriations occur? At the most concrete level it occurred simply because state governments have been finding it increasingly difficult to finance higher education. Overall costs of government are rising, federal assistance represents a declining percentage of state expenditures, and many states are under court orders to improve mental-health facilities, prisons, elementary and secondary schools, and other services. As a result, tuition at public universities is now growing more rapidly than at private universities.

What are the deeper causes of the decline in state support? Some people would argue that many citizens are dissatisfied with the performance of state universities. Many taxpayers believe that undergraduate education, in particular, has suffered at the hands of administrators and professors more concerned with graduate education and research. And many are in-

creasingly distrustful of what they perceive to be a "sacred cow."

Since the early 1980's, administrative budgets at public universities have increased at almost three times the rate of increase in instructional budgets. Critics are incredulous that higher-education officials cannot find more fat to trim when other state agencies are compelled to absorb large budget reductions. In fact, I believe that public universities often have been too reluctant to eliminate or reduce low-quality or duplicative programs; they have been slow to set budget priorities despite shrinking resources.

Other factors, such as the long-term decline in birth rates and the aging of the general population, may reinforce some taxpayers' reluctance to maintain support for higher education. Only 37 per cent of all households now have children under 18, down from more than half in the 1950's. As a smaller proportion of adults has a direct stake in college education through their offspring, willingness to support university education for other people's children may decline. This may be the real message of state colleges' increased reliance on higher tuition and other charges to students and their families: Let those with a direct stake pay. (To be sure,

"Universities must make hard policy decisions about institutional priorities instead of unrealistically attempting to be world class in every discipline."

increasing numbers of taxpaying adults over the age of 25 are enrolling in college, but I suspect that only a small proportion of them attend the flagship, research campuses of state universities.)

The burgeoning privatization of state universities already has had, and will continue to have, profound consequences; we are sliding into a new reality instead of planning for it.

Despite cutbacks in state support in recent years, the massive subsidies of public higher education by the federal government, corporations, and alumni donors have helped most state-university budgets to continue to grow. This has provided a false sense of security and a false sense that no harm has been done. But because most of the money from non-state sources goes for specific projects, the new resources have benefited some parts of the university, but not others.

Privatization—the increasing reliance on non-state funds—creates haves and have-nots within the same state university. The professional schools and natural sciences (and, to a lesser extent, the social sciences) may prosper as they receive the lion's share of the external resources; their missions closely mirror the personnel and research needs of the private sector and government. Meanwhile the humanities, general libraries, and education schools wither. Faculty salaries, staff support, stipends for graduate students, career counseling, and other services may vary dramatically across the same campus. It is as if every state university is really two universities, one reasonably financed and the other starving for funds.

University officials often are criticized for their misguided priorities. Why are universities flinching with laser research instead of teaching writing? Why don't administrators raise endowments to increase staff salaries? Why do colleges acquire a beautiful art collection when they have insufficient scholarship funds? Why do regents ignore social work and spend money on more accountants and lawyers? But many of these expenditures are determined not by administrators' priorities but by the priorities of outside sponsors and donors. University administrators cannot use a grant allocat-

ed for defense research to finance scholarships for anthropology students. Successful engineers or corporate executives who wish to repay their debts to their alma maters may not feel much enthusiasm for supporting the liberal arts or library science (much less clerical salaries)—though perhaps they should. Indeed, even if they are sympathetic to the needs of the general undergraduate program, they may view the problems as too gargantuan for them to make a meaningful difference. And the benefactor of the arts may think, with considerable justification, that the aesthetic ambience of university is important and often neglected; he or she simply may not be interested in adding to the Spanish department's budget.

Ironically, some of the "haves" on campuses—for example the professional schools that tend to attract support from wealthy alumni—are also those that can afford to charge higher tuition to make up for diminishing state support. In part, tuition increases reflect demand levels, and these remain high because graduates of the professional schools can look forward to high-paying jobs. They can afford to pay higher tuition only because they can borrow now with a greater certainty that they will be able to repay the debt in the future.

My basic criticism, of course, is not that there is too much outside support for state universities. We need great law, pharmacy, and medical schools, research in the sciences, able business leaders, and well-trained engineers. I am not troubled that markets influence educational priorities within public universities, because the universities should not be isolated from the economies of their states and nation. Further, universities must make hard policy decisions about institutional priorities instead of unrealistically attempting to be world class in every discipline.

But we cannot allow reliance on private funds to undercut the historical mission of our public universities—the public responsibility to transmit cultural traditions across generations, to prepare future teachers, and to foster inquiry and learning for their own sake. These functions are too important to allow to atrophy. If external sponsors and donors are not interested in paying for the quintessential public functions of state universities (and should they really be responsible for them?), we must return to our legislators and citizens for help.

BUT TO RETURN TO THEM with any hope of success, trust must be restored between the academic and political sectors. Anguished cries from universities for higher budgets and escalating taxes, by themselves, will be of no avail. I suggest a higher-education compact. State universities should agree to establish realistic institutional priorities, to eliminate weak programs, and to act aggressively to reduce waste and duplication of effort. An institution's priorities should include providing high-quality undergraduate education. In return, state governments should agree to rededicate themselves to supporting the core public functions of the academy, functions that will never receive adequate support from other sources.

Equally as important, political and academic leaders should seek to educate the public as to why it is so important to accumulate, transmit, and expand knowledge, even if that knowledge does not appear to have immediate, practical application. John Dewey once noted that no one denies that education should prepare students for the future. But the best way to accomplish that goal is to provide an education in the present that is, he said, "as rich and significant as possible. Then as the present merges insensibly into the future, the future is taken care of."

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THE CHRONICLE

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Quote, Unquote

News Summary: Page A3

"I've lost the spirit to continue. The atmosphere became impossible. Quite literally, no one in the department spoke to me all year." Carolyn G. Heilbrun, on her decision to leave Columbia U. after 32 years: A13

"In France, Italy, and the U.K., women's studies have nothing of the presence they have in the United States. They are a beleaguered minority." A professor of social science: A1

"Nature has a marvelous imagination when it comes to constructing molecules, much more so than a lot of chemists do." A professor of medicinal chemistry, on the anti-cancer drug taxol: A8

"Does the vote follow the money or does the money follow the vote?" A political-science professor, on contributions to lawmakers: A19

"A lot of people say they don't want to relocate, and they won't take a job for less than \$30,000 a year or take a job in sales. They are just limiting themselves. I learned that, in this economy, you have to be very flexible." A senior at Temple U., on today's job market: A28

"Today's young adults were not raised by Ozzie and Harriet." The president of Connecticut College, on the end of the generational cold war: B3

"If college recruitment now resembles the marketing tactics of department stores, the world of student financial aid on many campuses appears to be almost indistinguishable from an automotive showroom." A professor of education: B1

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A Graduation Tradition at New England College

The covered bridge that spans the Contoocook River on the New England College campus was the first to be constructed by a college. This year, the institution's 219 seniors gathered on the bridge before marching to the commencement ceremony.

Looking at Lives of Ordinary People, 75 Scholars in Europe and North America Collaborate on a Vast History of Women

By LIZ McMILLEN

The writers and editors working on *A History of Women* knew it would be an unusual scholarly venture when the Italian publisher of the series invited all 75 of them to Paris to map out the contents of each volume.

Meeting for two days at the Centre Culturel Italien, the scholars—most of them from France but others from Britain, Canada, Germany, Italy, Sweden, and the United States—hashed out the details for each of the five volumes in the series: How exactly does one write a history of women? How much attention should be paid to issues of race and ethnicity? To sexuality? What should be the general scholarly approach weaving together hundreds of years of history?

Inspired by Encyclopedic Tradition

Beginning with the ancient period and ending with contemporary times, *A History of Women* may be the most ambitious published work in women's history. Inspired by a European encyclopedic tradition, the series builds on 20 years of scholarship in history, women's studies, anthropology, and other disciplines in the United

States and Europe. More than 70 historians have contributed essays on a wide range of topics including family life, work, literature and the arts, myths and images, and the writing of history about women.

The first volume, *From Ancient Goddesses to Christian Saints*, was released last month by Harvard University Press, which is publishing the English edition of the series. Several of the volumes have already been published in Italy by Laterza and in France by Plon, where the series has been hailed as a cultural sensation, prompting discussion groups, seminars, and a television program. Harvard plans to release the next volume, which covers the medieval age, in the fall, and the other three over the following year and a half.

A History of Women follows a successful series also published by Harvard, *A History of Private Life*. Like that series, the women's-history books are aimed at academic readers as well as the general public.

While much of the history written about women in the United States has been in the form of monographs and essays, *A History of Women* shows the handwork of its general editors, Georges Duby and Michelle

Perrot, in its sweeping scope and its orientation to what the French call the *longue durée*, or time conceived on a vast scale.

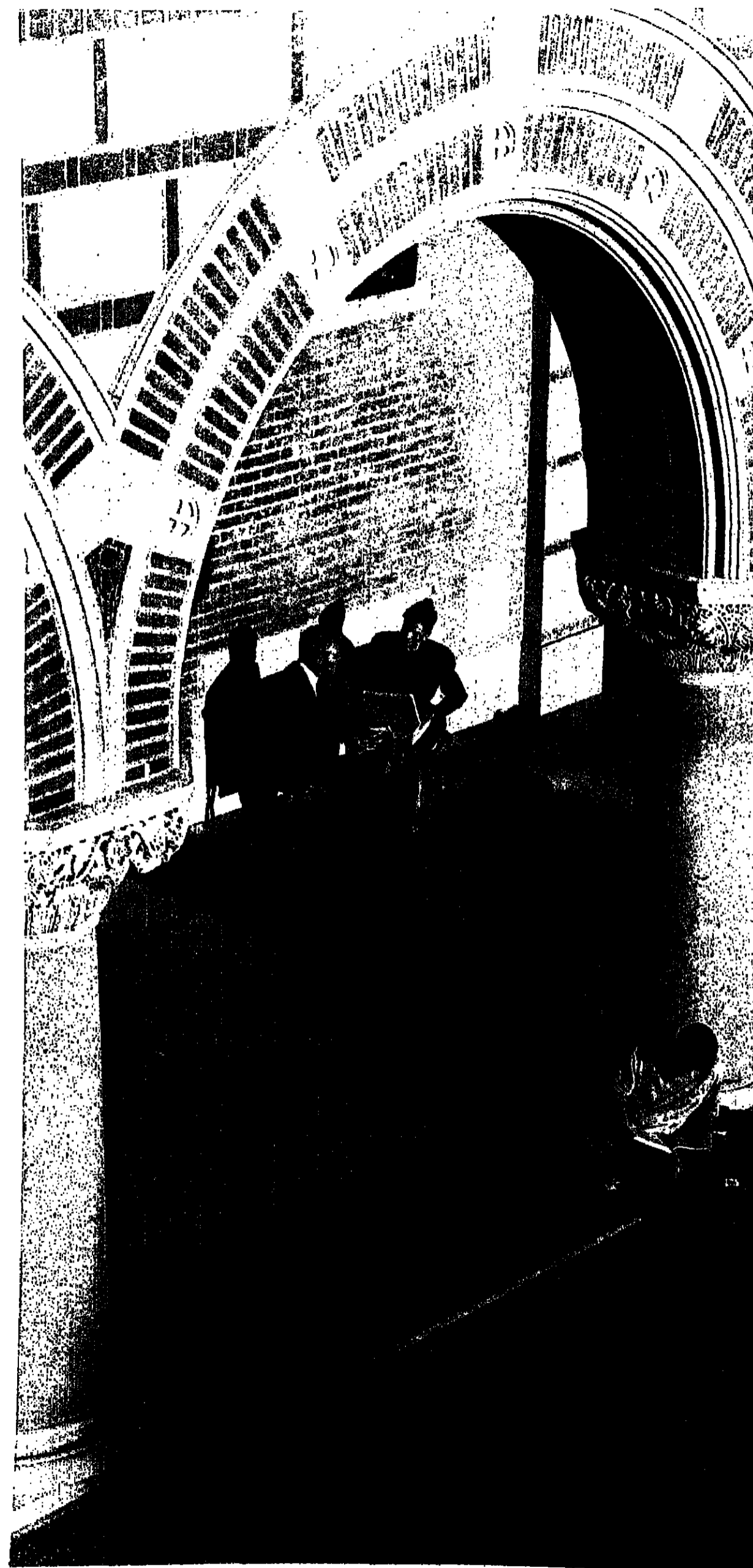
Far from being a portrait gallery of famous or exceptional women, the books attempt a history from "the bottom up"—that is, a history that has as its central focus the lives of ordinary women. "Our task is to understand their place in society, their 'condition,' the roles they played and the powers they possessed, their silence, their speech, and their deeds," Ms. Perrot and Mr. Duby have written. "It is the variety of representations of women—as gods, madonnas, witches, and so on—that we hope to capture, in its permanence as well as in its many transformations."

Positive Reviews

Whether or not the books live up to the editors' goals has yet to be determined. Although the works have received positive reviews in Europe, most American scholars have not had a chance to see the English editions. Still, several historians familiar with the work of the editors say the books will be important.

"The work in this nation has tended to

Continued on Page A10



Tough choices are being made with the kind of expertise only a specialist can give.

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The months ahead call for important decisions. Due in large part to the TIAA-CREF Settlement and recent proliferation of State ORPs, employees in higher education are becoming increasingly aware of the services and options open to them.

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This Week in The Chronicle

May 20, 1992

Scholarship

AN AMBITIOUS HISTORY OF WOMEN

More than 70 scholars in Europe and North America have contributed to a sweeping, five-volume series that is being hailed in France as a cultural sensation: A1

HIGH HOPES FOR A 'CELEBRITY MOLECULE'

The development of a promising anti-cancer drug called taxol has been long and painstaking: A8

SOCIAL RESEARCH AND THE LOS ANGELES RIOTS

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A LEADING FEMINIST CRITIC QUILTS COLUMBIA

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DISMISSALS FUEL FEUD AT LEES COLLEGE

Classes had ended, but a year-long battle over tenure and governance got hotter: A13

INTERPRETING THE GREAT PLAINS

A center at the U. of Nebraska is a clearinghouse for scholarship and teaching on the Plains states: A5

A NEW ROLE FOR PARENTS ON CAMPUSES

Colleges should take advantage of the narrowing of the generation gap. Opinion: B3

Catholic leaders protest commencement speakers: A4

Campus exhibits paintings by convicted killer: A4

Haagen returns to his alma mater, Eureka College: A4

Florida professor is fired over forged diploma: A4

Wisconsin trustees vote to maintain aid policy: A4

U. of Wisconsin revises hate-speech rule: A5

No-confidence resolutions on several campuses: A13

Iowa wants to become accrediting group's partner: A13

Five new books on higher education: A14

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Banks and trade schools increased their contributions to Congressional campaigns as lawmakers debated the Higher Education Act: A19

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ADMINISTRATION VOWS A VETO

The President repeated a promise to reject legislation to reauthorize major student-aid programs: A24

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A Congressman asks whether peer reviewers decide who wins support from endowments: A21

Applicants to Wis. colleges can choose 'open search': A19

'Star Spangled Banner' required at N.Y. graduations: A19

NEA's director blocks grants for two university exhibits: A23

Administration needs \$1.1-billion more for Pell Grants: A23



Annette Falzetta, who is studying physical therapy, is so sure she will get a job after graduation she has not even looked for one. For many of her classmates, the job picture is gloomy: A28

Governor vetoes student-aid bill for Ga.'s Bible colleges: A24

Veto of tax increase for education overridden in Miss.: A24

Regulation of student-loan agency dies in Wis.: A24

Business & Philanthropy

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Private giving to colleges increased only 4 per cent in 1990-91, to \$10.2-billion, a study has found: A25

UNIVERSITY OF IDAHO DROPS ALUMNI MAGAZINE

The editor says his criticism of its fund-raising role, not budget restrictions, brought about the closure: A25

University's mascot files high to attract donors: A5

Clerk plans to reinvest in South Africa: A25

U. of Iowa refuses gift with a string attached: A25

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Students

FOR SOME SENIORS, JOB OFFERS ABOUND

Students in engineering, chemistry, computer science, and various health-care fields are in demand, but the general outlook for entry-level positions is gloomy: A28

THE MARKETING MANIA IN COLLEGE ADMISSIONS

The projected decline in the number of 18-to-24-year-olds portends still more rapacious competition and more aggressive recruitment tactics among colleges: B1

Students at Keuka College market their own wine: A4

Miami U. students commemorate first black pilot: A5

Athletics

AN ALTERNATIVE PATH FOR FOOTBALL PLAYERS

A group of businessmen has proposed a professional league for athletes who don't go to college: A29

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Faculty representatives recommended that the league's members be required to provide 40 per cent of their athletic opportunities to women: A29

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NYU gets nine acres in Weehawken, N.J., for athletics: A29

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Chancellor says U. of Pittsburgh violated NCAA rules: A30

Judge says basketball player cannot sue NCAA: A30

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Name changes are approved under a law giving the institutions the right to call themselves universities: A31

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U. of Nebraska continues program in Afghanistan: A31

University in India closed after Rushdie protests: A31

Arts

A SOLUTION FOR GEORGIA O'KEEFE

An exhibition shows how the artist took her inspiration from the Western landscape of Texas to magnify the smaller scale of nature in the East: B40

MARGINALIA

Memo from North Park College:
"In a news release titled *North Park Spring Festival Celebrates Centennial*, and dated April 10, 1992, a typo appeared:

"Incorrect: 'Guests can gamble amidst the tents.'
"Should be changed to 'Guests can amble.'

"Please change your copy to read 'amble.' We apologize for any inconvenience and confusion this may have caused you."

No problem. We'll just cancel our airline reservation.

That reminds us of a statement by Neil Grubbs, the president of Colgate University, in *The Colgate Maroon-News* the other day:

"I think that we've had a core program, General Education program, since the 20's, and it's one of the longest running crap games around."

Note in a brochure from the Campus Life Office at Converse College:
"The Associate Dean of Students serves as the coordinator of judicial programs."

"In keeping with the educational mission of the college, the focus of the judicial system is not punitive. The goal is to promote respect for the safety, rights, honor, and dignity of others, and to encourage inappropriate actions."

And what could be more educational than that?

From *Maneater*, a student paper at the University of Missouri at Columbia:

"In the aftermath of what was seen as an environmental atrocity on Forum Boulevard in southern Columbia, city government is now protecting trees."

"The Land Preservation Ordinance, enacted by the City Council in September and amended in March, is aimed at curbing the further destruction of the city's trees."

"The ordinance only protects trees that are at least four and one-half feet off the ground."

So much for preservation.

From *The Chronicle*:
"A classics professor holds conversations entirely in Latin with a colleague at Purdue University. The professor plans to converse in Greek as soon as the network can transmit the Cyrillic alphabet."

Quandoe bonus dormitat Homerus.

From *Almanac*, a newsletter at the University of Pennsylvania:

"The Big Bang theory has been the leading model to explain the origins of the universe since the 1960s."
So that's how it started. —C.G.

In Brief

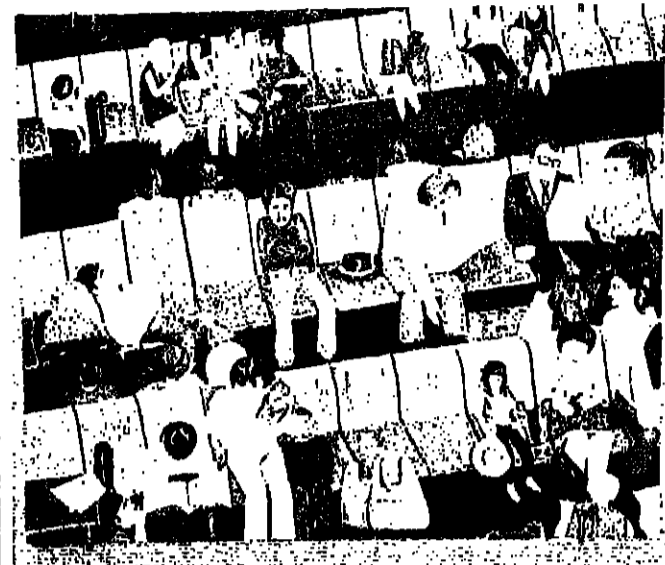
Catholic leaders decry choice of speakers

NOTRE DAME, IND.—The issue of abortion turned graduation at two Catholic institutions into controversial events.

According to a spokesman at the University of Notre Dame, New York Cardinal John J. O'Connor and Boston Cardinal Bernard Law wrote to Notre Dame's president, the Rev. Edward A. Malloy, to express their disapproval of the institution's plan to honor New York's Sen. Daniel Patrick Moynihan. The Senator supports a woman's right to choose an abortion. Nonetheless, Notre Dame honored Senator Moynihan last week with the university's oldest and most prestigious award for American Catholics, the Lactare Medal.

Lynn Yeakel, Pennsylvania's Democratic nominee for the U.S. Senate and a proponent of abortion rights, was Rosemont College's commencement speaker. Philadelphia Cardinal Anthony J. Bevilacqua expressed his "sincere dismay and disappointment" of the choice to Rosemont's president, Ofelia Garcia.

University officials defended their choices of Senator Moynihan and Ms. Yeakel.



Students market own brand of wine

KEUKA PARK, N.Y.—A group of students at Keuka College have gone into business marketing their own vintages of wine—Keuka College White, a mix of Raval, Seyval, and Riesling grapes, and a drier Chardonnay, made of 100-per-cent Chardonnay grapes.

The students, all at least 21 years old, are members of the Management Club, a college organization for those seeking entrepreneurial experience. As interns at nearby Keuka Springs Winery, the students created the wine and developed marketing strategies. They will charge \$6.50 per bottle for the Keuka College White and \$10 per bottle for the Chardonnay.

Below, Brad Allen, a senior, introduces a bottle of the students' wine to Mary Butterfield Congdon, a 1941 graduate, at an alumni reunion.



Professor who forged diploma is fired

TAMPA, FLA.—An assistant professor of surgery at the University of South Florida has been forced to resign after administrators learned that he had forged his own master's-degree diploma.

Stephen G. Kovacs admitted that he had substituted the word "master's" on his bachelor-of-science diploma from the University of Alabama. Mr. Kovacs's résumé also listed the fake degree.

While he worked at the university, Mr. Kovacs earned a reputation as an inventor of innovative medical devices. He created one of the world's smallest heart-assist pumps and developed a polyurethane polymer called vinylthane for use in artificial blood vessels and breast implants. The university holds three patents on devices Mr. Kovacs developed. He helped sell the inventions to biomedical companies.

Campus exhibits paintings by convicted killer

MILWAUKEE—An art exhibit at the University of Wisconsin's campus here featuring the work of a convicted murderer, Lawrence Bembenek, has been called exploitative.

Members of the local art community say the exhibit—which includes Ms. Bembenek's painting, "Godot's Drawing Room" (above)—is inappropriate for a university and was chosen simply to draw attention to the gallery.

Ms. Bembenek, a former model

for *Playboy* and a former Milwaukee police officer, was given a life sentence for the 1981 murder of her then-husband's ex-wife. She escaped from a Wisconsin prison in 1990 but was captured shortly after and was returned to the prison last month.

E. Michael Flanagan, director of the university art museum, said art historians on the Wisconsin faculty had recommended the exhibit because of their interest in the work of incarcerated artists.

Ronald Reagan returns to alma mater

EUREKA, ILL.—Ronald Reagan returned this month to his alma mater, Eureka College, to deliver the institution's 133rd commencement address. Mr. Reagan, who graduated from the college in 1932, encouraged the students to become involved in their communities after graduation.

A freshman at Eureka College who had twice threatened to kill Mr. Reagan was arrested by U.S. Secret Service agents before the speech. Jim Elm was charged with threatening to kill a former President, a felony that carries a sentence of up to three years in prison and a \$250,000 fine.



Sports to sprouts

SALISBURY, MD.—Salisbury State University should have a bumper crop of vegetables after turning a planned athletic field into a "victory garden."

The university had to shelve a plan to build four new intramural fields on the nine-acre parcel after state budget reductions forced of-

ficials to cut nearly \$2-million from the university's budget. Joseph K. Gilbert, the university's vice-president for administration, suggested planting flowers and vegetables on the parcel to boost spirits at the campus. So far, staff members and students have planted 26 plots.

Wesleyan trustees vote to maintain aid policy

MIDDLETOWN, CONN.—The board of trustees of Wesleyan University has voted unanimously to preserve the institution's need-blind admission policy for the next five years. The decision

came after a year of vocal protests by students, who objected to a proposal by President William M. Chase to allow the admission office to consider students' ability to pay when admitting applicants from the waiting list. To save the institution money, the trustees also approved the elimination—through attrition—of 15 tenured faculty positions.



University's mascot files high to attract donors

MISSISSIPPI STATE, MISS.—A private, non-profit organization is promoting Mississippi State University by flying a hot-air balloon that displays a 35-foot image of the institution's mascot—Bully the bulldog.

The balloon is intended to advertise MSU and the surrounding community as a center of education and to raise money for scholarships at the university. The balloon, which is operated by Air Bully Inc., will be flown at university sporting events and regional celebrations.

Organizers hope to sell 2,500 memberships in Air Bully Inc.—at a cost of \$25 each—to pay for the balloon and to raise money for the scholarships.

Wisconsin revises hate-speech rule

MILWAUKEE—The Board of Regents of the University of Wisconsin has revised a hate-speech rule that was struck down last fall by a federal judge. The new rule, which bans certain types of epithets on University of Wisconsin campuses, may take effect before the fall semester.

The rule defines offensive speech as that directed at an individual's race, sex, age, disability, or religion, and requires that the speech be likely to provoke "an immediate violent response." The original rule, which Judge Robert W. Warren said was unconstitutionally vague, banned a variety of other "discriminatory statements and harassing behavior," and did not include the provision about provoking a violent response.

A group of students challenged the original rule, saying it violated their rights to free speech. Higher-education committees in the Wisconsin Legislature may hold hearings on the new rule within the next two months.

Students commemorate first black pilot

OXFORD, OHIO—Students at Miami University have begun a petition drive to have Bessie Coleman (right), the world's first black person to receive a pilot's license, commemorated on a U.S. stamp. This month the students, who say Ms. Coleman's achievements have been ignored, participated in the annual flyover of her Chicago grave.

Ms. Coleman went to France in 1921 to learn to fly after she was barred from U.S. flight schools because of her race and sex.



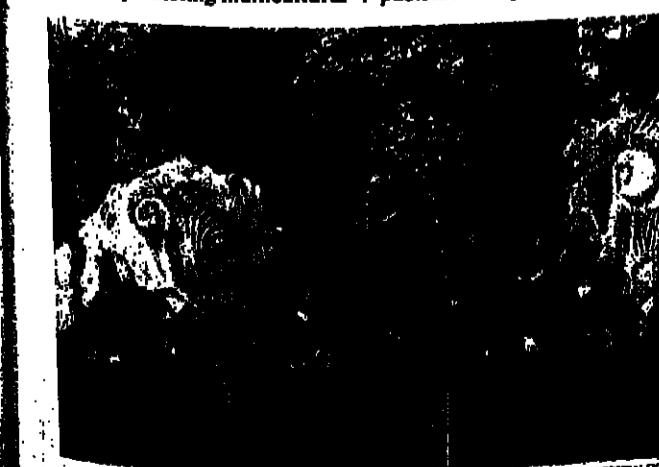
College stages multicultural inaugural

SWARTHMORE, PA.—A Chinese lion dance and a Mexican mariachi highlighted the inauguration of Swarthmore College's 13th president this month.

Since taking office in September, Alfred H. Bloom has said he is interested in helping students build a sense of civic responsibility and in promoting multicultural

education. His inauguration emphasized both points.

President Bloom greeted the Chinese lions during the ceremony (below). Afterward, guests were served a lunch featuring foods from various countries, including Korean kim chee, or pickled cabbage, and Indian samosas, pastries with potatoes and peas.



PORTRAIT

Finding a 'Sense of Place' in the Great Plains



Lynn White, acting director of the Center for Great Plains Studies, with John R. Wunder, who is on leave: "We owe it to students to interpret the place where they live."

By CAROLYN J. MOONEY
LINCOLN, NEB.

At the University of Nebraska's Center for Great Plains Studies, an unusual map of the United States is posted on the door of the director's office. Each state is sized according to its population, the result being that the physically vast but sparsely populated Great Plains states have shrunk dramatically. Someone has scribbled in a caption: "The not so great plains?"

Not if the center can help it. "The university owes something to the people of Nebraska," says Lynn White, a sociologist and the center's acting director. "We owe it to students to interpret the place where they live."

Founded in 1976, the center serves as a clearinghouse for scholarship, teaching, and public-outreach programs on the Plains. It offers what is thought to be the nation's only major in Great Plains studies, with courses examining everything from the architecture to the zoology of the Plains. About 120 faculty "fellows" from the university's three campuses take part in lectures and other activities.

75 Remington Bronzes

Among the center's most visible scholarly efforts are its two journals and its sponsorship, with the American Philosophical Society, of an 11-volume edition of the Lewis and Clark expedition journals of 1803-1806. It also has a permanent art collection that includes some 75 Frederic Remington bronzes.

Those involved with the center see it as an intellectual focal point for a region that is often underappreciated, in a state best known to many outsiders for the interstate that slices through it. (And, as several people here are quick to volunteer, for certain unfair stereotypes. "Every Nebraskan is overweight and wears polyester," chuckles a graduate of the Plains program.)

Says Paul Olson, an English professor and the center's first director: "I have a lot of students who

think they come from a hick town in a hick area. I think the center has given people here a sense of place. They realize that the area has a real literary and cultural tradition."

Far-Reaching Interests

Mr. Olson, now politically active on rural-advocacy issues, worries that people in heavily populated areas think "rural America doesn't matter." He is concerned about the collapse of the region's rural communities, the contamination of its water supply from fertilizers, and federal policies that discourage the conservation of precious topsoil. He suggests that the center's work on such issues has helped offset an impression held by some rural Nebraskans that the university, because of its ties to large agriculture-related businesses, has contributed to the problems of small farmers.

Several other institutions—most notably Emporia State University and the University of Regina in Canada—have regional centers devoted to the Great Plains. But Nebraska's, supported by an endowment set up with grants from the National Endowment for the Humanities, is thought to be the most comprehensive and best financed.

Says John R. Wunder, the center's director, who is on leave: "The center has helped give the university a sharper focus."

The interests of those involved with the center are far-reaching. Mr. Wunder, a historian, studies the legal rights of American Indians. Charles Ballard, an associate professor of English who is part Quapaw and part Cherokee Indian, is working on projects that present the perspective of American Indians during the Columbus quincentennial. Robert S. Haller, an English professor, is an expert on the state capitol and its rich murals depicting Plains life. David Lewis, an agronomist, studies the land itself.

"I've slept in the Plains during mapping expeditions," he says. "I know what the wind, the land, and the drought feel like."

Then there's Frances W. Kaye, an English professor who carries a photograph in her wallet of her favorite Plains writer, Margaret Laurence. Ms. Kaye is writing a book that slams Willa Cather, Nebraska's best-known writer, as an "anti-women" and, perhaps worse, anti-Nebraskan elitist. (She doesn't discuss it with Susan Rowsaki, a nationally known Cather scholar here.)

That Ms. Kaye should take on Willa Cather is, incidentally, no small feat in a state that worships the writer. She may have died in 1947 but she lives on, everywhere: A plaque in a campus building calls her "one of ours," also the title of one of her books. A plum-tree grove and dormitory here bear her name. And over at the capitol, a bronze bust extols "the life of the pioneers she described, a literature of Nebraska she created."

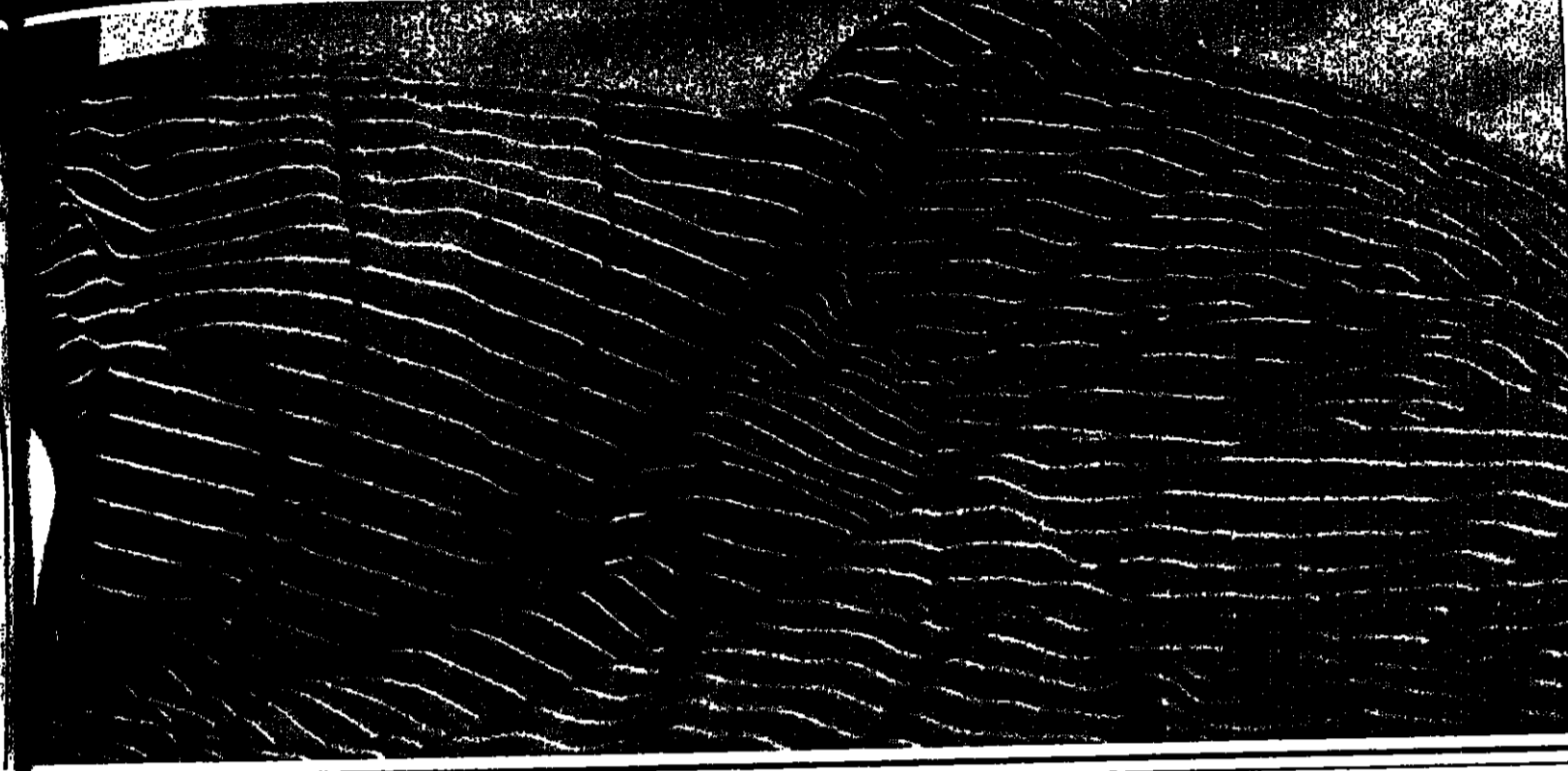
3 Provinces, 10 States

Whatever their opinions about Cather, many here agree that the Plains region is a distinctive place that deserves to be studied. Defined climatically and geographically, it encompasses three Canadian provinces and 10 states—eastern portions of Montana, Wyoming, Colorado, and New Mexico; most of North Dakota, South Dakota, and Nebraska; and western parts of Kansas, Oklahoma, and Texas.

To grow up here, a visitor hears over and over, is to respect the all-important weather, the deep-rooted sense of community, the isolation, and the subtle beauty of the land. It takes time to learn to distinguish between the numerous varieties of terrain, to see the contour of the land, to feel the slightest shift in the winds—to develop what Heather Ropes Gale, a graduate who majored in Great Plains studies, calls "the plains eye."

As for all those drivers tearing down Interstate 80 bound for more conspicuous destinations: Maybe, some Plains lovers here suggest, it's best they just keep driving.

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Scholarship

Clarence Thomas sits on the U.S. Supreme Court. Anita Hill is back in Oklahoma teaching law. But the reverberations from the electrifying "his word vs. hers" hearings continue.

Later this year, literary critics, law scholars, and historians will weigh in with their reflections on the hearings and their aftermath. In a book edited by Toni Morrison, the novelist and professor of humanities at Princeton University, 19 scholars will consider how issues of race, gender, and law were played out in unprecedented ways.

Rare-ing Justice, In-Gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality will be published by Pantheon Books in the fall. Writers include several of Ms. Morrison's Princeton colleagues—Nell Irvin Painter, Cornel West, and Gayle Pemberton—as well as the legal scholars Kimberly Crenshaw and Patricia J. Williams.

In the book, Wahneema Lubiano, assistant professor of English at Princeton, will analyze photographs and Congressional testimony to consider "what blackness means in the U.S. political economy," she said in an interview. Michael Thelwell, professor of Afro-American studies at the University of Massachusetts at Amherst will discuss the political careers of Clarence Thomas and other black conservatives. He compares the Justice to George, the Duke of Clarence, in *Richard III*.

Ms. Lubiano said the book was meant to use contemporary scholarly methodologies to reach a broad audience. She said it would, generally, try to show how and why Ms. Hill got a bad deal in coming forward with allegations of sexual harassment by Justice Thomas.

For a quicker take on the meaning of the Hill-Thomas hearings, check out the latest issue of the "Southern California Law Review."

Its March issue includes 25 articles on "Gender, Race, and the Politics of Supreme Court Appointments: The Impact of the Anita Hill/Clarence Thomas Hearings."

Shortly after the hearings ended, the review's editors decided they wanted to give "voice to the people whose voices were not heard in the hearings," says Robyn Manos, the executive articles editor and a third-year law student at USC.

Although the review, which is produced by students, typically relies on unsolicited submissions from law professors, the editors asked authors in several disciplines to write for this issue. Even Justice Thomas was invited to submit a piece. (He didn't respond.)

The authors include a circuit-court judge; legal scholars from more than 10 schools, including Ms. Crenshaw, Ms. Williams, Judith Resnick, and Susan Estrich; other scholars, including Carolyn Hellbrun and Estelle Freedman; and Ms. Hill herself.

Painstaking Research Puts a Scarce Drug at Forefront of Fight Against Cancer

As clinical trials pit taxol against 15 forms of the disease, scientists search for new ways to manufacture the drug

By David Wheeler



Paul A. Wender (right), a chemistry professor at Stanford, with his graduate student assistant, Tom Mucciari. "Taxol has tested synthetic chemistry to its fullest."

An anti-cancer drug that was once shunned by many scientists as too difficult to work with is now so promising that researchers are going to the frontiers of synthetic chemistry and the far reaches of the Himalayas to get more of it.

Known as taxol, the compound has produced dramatic results in two clinical studies, including one published last summer indicating that the drug might help many women fight off a severe form of breast cancer. Now clinical trials pitting taxol against 14 other forms of cancer are either under way or about to start. The drug is at the top of the National Cancer Institute's list of experimental cancer therapies, and last month the journal *Science* called taxol a "celebrity molecule."

'A Long, Long Struggle'

The interest has been heightened by taxol's scarcity. The chief source of taxol today is the thin bark of an evergreen known as the Pacific yew, which is most common in the Pacific Northwest and takes a century to reach its full height.

For many years, taxol research appeared as likely to result in a dead end as the development of a powerful drug. "It's been a long, long struggle to get the drug to clinical studies," says Matthew Suffness, a program director at the cancer institute.

Taxol has some traits that make it hard to work with. "As good as taxol is," says Lester A. Mitscher, professor of medicinal

chemistry at the University of Kansas, "it is only about as soluble in water as ground-up paving bricks. That makes it difficult to inject into patients."

Scientists first examined the bark of the Pacific yew in 1962 as part of a widespread search in plants for anti-cancer drugs. The chemical structure of taxol was first published in 1971 by scientists working at the Research Triangle Institute in North Carolina. Not envisioning taxol's later success, the scientists did not patent it.

Some of the first tests of the compound to check its abilities as an anti-cancer agent were done with a screening procedure that used mouse tumors. That procedure is now obsolete. The test, says Mr. Suffness, "isn't used any longer by anyone I know and wasn't in much favor then."

As a result of the poor assays and the difficulty that many chemists had in working with taxol, it was shelved as worthless for much of the 1970's. Two studies helped taxol re-emerge.

In 1979, Susan B. Horwitz, a professor of pharmacology and cell biology at Yeshiva University's Albert Einstein College of Medicine, discovered that taxol binds to tubulin, a protein that is central to the ability of cells to hold their shape and move. While other chemicals bind to tubulin and cause it to fall apart, taxol freezes tubulin's form while binding to it.

The cancer institute's Mr. Suffness calls Ms. Horwitz's research a milestone, be-

cause it indicated that taxol might have a novel form of action among anti-cancer drugs. Although scientists are still not certain exactly how taxol blocks cancer, they believe that by stabilizing tubulin, taxol prevents the runaway cell division that causes tumors.

Ms. Horwitz's findings at the laboratory bench, along with the continued interest in taxol on the part of the cancer institute, led to clinical trials at the Johns Hopkins Medical Institutions. In the trial, the results of which were published in 1988, 11 of 40 women with ovarian cancer had remissions lasting from 3 to 15 months, and one woman's cancer disappeared entirely.

Although the Johns Hopkins study was small, the results were striking because the women's cancers had failed to respond to other drugs or therapies. Like Ms. Horwitz's research, the Hopkins study indicated taxol might work in a new way.

By 1990, the cancer institute had access to unpublished data in other studies, in-

**"As good as taxol is,
it is only about as soluble
in water as ground-up
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it difficult to inject
into patients."**

cluding the breast-cancer results publicly released last year, and knew that a crisis was on its way. In the breast-cancer study done at the M.D. Anderson Cancer Center of the University of Texas at Houston, taxol appeared to shrink the tumors of 48 per cent of patients with an advanced form of breast cancer that had not responded to other treatments.

Results like that, the cancer-institute officials knew, would create the need for more clinical trials with taxol. But stripping the bark from the yew to get taxol kills the tree. Up to six trees are needed to supply taxol to one cancer patient.

Environmentalists: Mixed Views

In short, the institute officials were aware that the demand for taxol would soon be far greater than the supply. Two years ago the institute convened 150 scientists to encourage them to think about other ways of producing taxol.

Although the harvesting of about 38,000 Pacific yew trees last year alarmed conservationists concerned about the forests of the Pacific Northwest, many environmentalists are also cheering taxol's development because they believe it demonstrates that maintaining species diversity could ultimately help find cures to human disease.

In response to the cancer institute's request and taxol's promise, researchers are pursuing a variety of approaches. Some scientists are trying to find ways of extract-

ing taxol and similar compounds from needles or twigs of the Pacific yew and its relatives, including ornamental yews. (The latter yews are common in nurseries and gardens throughout the United States.) Others are working with plant-tissue culture, trying to grow taxol-producing plant cells in the laboratory. Some chemists are trying to circumvent the necessity of using plants and their cells altogether, by synthesizing taxol from cheap chemicals.

Making taxol, chemists say, is a challenge. "Taxol has tested synthetic chemistry to its fullest," says Paul A. Wender, a professor of chemistry at Stanford University.

Studies of 'Eight-Membered Rings'

Chemists trying to synthesize taxol from simpler molecules are also making taxol analogues—variations on the molecule that might make it more potent or lessen its considerable side effects, which include severe hair loss and the suppression of blood-cell creation in the bone marrow.

By tweaking the taxol molecule and watching how it interacts with other chemicals and cells, scientists hope to gain a better understanding of how taxol hinders cancer.

Mr. Wender's interest in taxol began as a broader curiosity about a class of compounds to which taxol belongs, called "eight-membered rings."

Taxol contains an eight-membered ring, or a ring with eight atoms, as well as other, smaller rings and what the chemists call a "side chain."

Mr. Wender's graduate-student assistant, Tom Mucciari, says eight-membered rings are particularly difficult to synthesize: "In smaller rings the bonds make perfect pentagons and hexagons, but in eight-membered rings, the angles just aren't right, and the ring folds funny and starts to bump into itself."

In 1989, the two Stanford researchers decided to try to achieve "total synthesis" of taxol, making it out of other chemicals rather than starting with a plant extract.

Substance Found in Turpentine

In reviewing the scientific literature, the scientists noticed that pinene, which is found in turpentine and costs little more than potting soil, had a molecular structure that might serve as a starting point to make taxol. Mr. Wender's goal, which has not yet been reached, is to make taxol from pinene in 25 steps or less, making industrial production possible.

Mr. Mucciari began to attempt the synthesis. The research, he says, was completely unpredictable. "I could spend four or five months to achieve one reaction, or come in on a Saturday morning and get cranked up and leave Sunday night and have accomplished four steps."

The scientists have made three of taxol's several rings—what the researchers consider to be the most difficult part to synthesize. Mr. Wender hopes his laboratory will achieve a total taxol synthesis by the end of the year.

At Florida State University, Robert Holton, a professor of chemistry, has taken a

Continued on Following Page

5-Volume Project Will Document Women's History

Continued From Page A1
ward essays and specific monographs," says Carroll Smith-Rosenberg, director of women's studies at the University of Pennsylvania. "However, we desperately need the broad overview."

Seeking a Wide Audience

Besides the organizational obstacles posed by a multi-volume series with contributors from several countries, one challenge involved making sometimes-complicated topics attractive to a wide audience. "When you are obliged to write for a larger public, it is necessary to reflect, to think more deeply and more clearly," Ms. Perrot said in an interview.

A highly regarded historian who has written about the working class and prisons in 19th-century France, Ms. Perrot said the guiding principle throughout the books was the relation between the sexes. The authors were particularly interested in how images of women—images generally formulated by men—in literature, the visual arts, and myth affect thinking about women, said Ms. Perrot, a professor of contemporary history at the University of Paris. "It was for us very important to examine how those representations were built," she said.

The first volume, which covers more than 20 centuries of Greek and Roman history, notes the dearth of information about women in official archives from that period and the near absence of writing by women. (Even the census neglected women; in Rome, only heiresses were counted.) In the minds of the ancients, women's roles were silent ones.

Yet, as Pauline Schmitt Pantel, the editor of the first volume, writes in one of the essays, there was a profusion of images created by men about women and gender. Using a variety of sources such as literary works, vase paintings, gravestones, and floor plans, several essayists trace how the Greeks imagined their goddesses and how church fathers invented the figure of the martyred female saint and the Virgin Mary.

'Cracks and Fissures'

Even with the proliferation of images about women, the authors could not say much about how women in that period actually lived, Ms. Pantel writes, a deficiency



Michelle Perrot, one of the editors of "A History of Women." "When you are obliged to write for a larger public, it is necessary to reflect, to think more deeply and more clearly."

that may exasperate or even outrage certain feminists.

Natalie Zemon Davis, a co-editor of the third volume, which covers the 16th, 17th, and 18th centuries, noted in an interview that many of the essays examine the tension between social and economic practices and how women express themselves. Like several of the participants in the series, Ms. Davis says that what is unusual about the books is that they show women's history as a work in progress. "The origi-

nal thing about it is that there's not an absolutely pat narrative," says Ms. Davis, a professor of history at Princeton University. "It shows some of the cracks and fissures."

Some of those cracks and fissures were apparent at the meeting in Paris, when Laterza, the publisher that initiated the project, asked the participants to discuss their work. Joan W. Scott recalls that the authors—most of whom were women—were all given corsages at the opening

dinner. "It was a wonderful gesture of chivalry and welcome, yet it had a dimension of treating women like women," says Ms. Scott, a professor of social science at the Institute for Advanced Study in Princeton, who contributed an essay for the fourth volume on the 19th century. Still, "everyone rose to the occasion," she says.

Attention to Race and Sexuality

The meetings were an extremely useful way to explore different approaches to writing women's history, differences that often organized around national lines, Ms. Scott says. One issue under discussion was how much the books should rely on empirical approaches and how much on interpretive ones. Another issue was how much weight should be given to race and to sexuality, topics that American scholars tended to be more interested in.

"People had to defend their work," she says. "They argued sometimes at the petty level, but mostly it was a serious discussion about whether our approaches meshed."

Because women's studies are institutionalized in this country and a booming market exists for new work, the American scholars were not afraid to offend or overestimate their audience, Ms. Scott says. "In France, Italy, and the U.K., women's studies have nothing of the presence they have in the United States. They are a beleaguered minority."

Scholarship

NEW SCHOLARLY BOOKS

Compiled by NINA G. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Belonging and Famine in Ethiopia: The 'Wollega' Experience, by Alula Pankhurst (Manchester University Press, distributed by St. Martin's Press; 304 pages; \$69.95). A study of the Ethiopian government's re-settlement program in the mid-1980's.

CLASSICAL STUDIES

The Aristocratic Temper of Greek Civilization, by Chester G. Starr (Oxford University Press; 112 pages; \$19.95 hardcover, \$9.95 paperback). Traces the cultural, political, and social role of the Greek aristocrat, as well as the legacy of the aristocratic ideal in post-Renaissance Western history.

The Roman Family, by Suzanne Dixon (Johns Hopkins University Press; 232 pages; \$38.50 hardcover, \$13.95 paperback). Explores diversity and tensions in Roman family life and draws parallels with conditions in today's society.

ECONOMICS

Canada and the Gold Standard: Balance of Payments Adjustment Under Fixed Exchange Rates, 1871-1913, by Trevor J. O. Dick and John E. Floyd (Cambridge University Press; 304 pages; \$49.95). Develops a new "portfolio" approach for the analysis of the mechanisms of balance-of-payments adjustment under the gold standard.

Does Debt Management Matter? by James A. Ales, Mats Persson, and Benjamin M. Friedman (Oxford University Press; 160 pages; \$39.95). Considers problems related to the rapid rise in government debt throughout the world since the 1970's.

ENVIRONMENTAL STUDIES

To Build in a New Land: Ethnic Landscapes in North America, edited by Alan D. Noble (Johns Hopkins University Press; 312 pages; \$65 hardcover, \$29.95 paperback). Includes original essays on the material and cultural landscapes created by the immigration and migration of European, African, and American Indian groups in Canada and the United States.

FILM STUDIES

Screening the Text: Intertextuality in New Wave French Cinema, by T. Jefferson Kluge (Johns Hopkins University Press; 336 pages; \$34.95). Describes New Wave film makers' complex relationship to literary traditions they claimed to reject.

HISTORY

Africans and Africans in the Formation of the Atlantic World, 1400-1600, by John Thornton (Cambridge University Press; 416 pages; \$49.95 hardcover, \$17.95 paperback). Considers the contributions of African elites in Africa and African slaves in the New World.

The American Pacific: From the Old China Trade to the Present, by Arthur Power Dodson (Oxford University Press; 336 pages; \$27.95). Traces the history of America's economic, political, and military role in the Pacific region since the merchant ship *Empress of China* sailed to Canton in 1784.

The British Empire: British Policy in the West Indies, 1818-1920, by Bruce C. Wilson (Pennsylvania State University Press; 244 pages; \$35). Re-evaluates the activities of a Cairo-based group of British intelligence officers who have been much criticized for their handling of British Middle East policy during and after World War I.

A Nation from the North: The Life of Nathan Bedford Forrest, by Brian Steel

Wills (HarperCollins; 457 pages; \$30). A biography of the Confederate general who lived from 1821 to 1877.

Civil Rights and the Idea of Freedom, by Richard King (Oxford University Press; 288 pages; \$35). Draws on oral and written sources in a study of the political philosophy of the American civil-rights movement.

Contending With Hitler: Varieties of German Resistance in the Third Reich, edited by David Clay Large (Cambridge University Press; 208 pages; \$34.95). Includes original essays on the range of German domestic resistance to Nazism.

David Ben-Gurion and the American Alignment for a Jewish State, by Allan Gail (Indiana University Press; 280 pages; \$29.95). Describes the Polish-born Israeli leader's political shift away from Britain and toward the United States and American Jewry in his efforts to establish a Jewish state.

Different Drummers: Jazz in the Culture

of Nazi Germany, by Michael H. Kater (Oxford University Press; 320 pages; \$24.95). Discusses jazz music as a suppressed art form and symbol of political disobedience in Nazi Germany.

A History of the Jews in America, by Howard M. Sachar (Alfred A. Knopf; 1,051 pages; \$40). Traces the history of the American Jewish community from the first Sephardic settlements in the mid-17th century.

Madonnas That Maim: Popular Catholicism in Italy Since the Fifteenth Century, by Michael P. Carroll (Johns Hopkins University Press; 256 pages; \$34.95). Examines the beliefs and practices of cults devoted to the Virgin Mary and Catholic saints; considers, in particular, the psychological origins of a belief in madonnas and saints who are said to maim or even kill to maintain their own cults.

Mill and Mine: The CIO in the Twentieth Century, by H. Lee Scammon (University of Nebraska Press; 247 pages; \$37.50). Focuses on the Colorado Fuel and Iron Company's history during 38 years (1907-1945) when it

was controlled by John D. Rockefeller, Sr., and John D. Rockefeller Jr.

North American Spies: New Revisionist Essays, edited by Rhodri Jeffrey-Jones and Andrew Lowrie (University Press of Kansas; 272 pages; \$40). Includes original essays on the history of espionage in Canada and the United States since 1698.

Our Precious Metals: African Labour in South Africa's Gold Industry, 1870-1900, by Wilmut G. James (Indiana University Press; 192 pages; \$25). Discusses changes in management-labor relations and the rise of trade unionism.

The Secularization of Early Modern England: From Religious Culture to Religious Faith, by C. John Sommerville (Oxford University Press; 240 pages; \$39.95). Explores cultural developments from 1500 to 1700 that set the stage for the rise of secularism.

The Triumph and Tragedy: A History of the Mexican People, by Ramon Eduardo Ruiz (W. W. Norton & Company; 512 pages; \$29.95). Traces Mexico's history from the time of the Olmecs, Mayas, and other pre-Columbian civilizations.

William Cobbett and Rural Popular Culture, by Ian Dyck (Cambridge University Press; 136 pages; \$59.95). Examines the writing and politics of the English essayist and journalist Cobbett (1763-1835), who championed the rights of rural laborers.

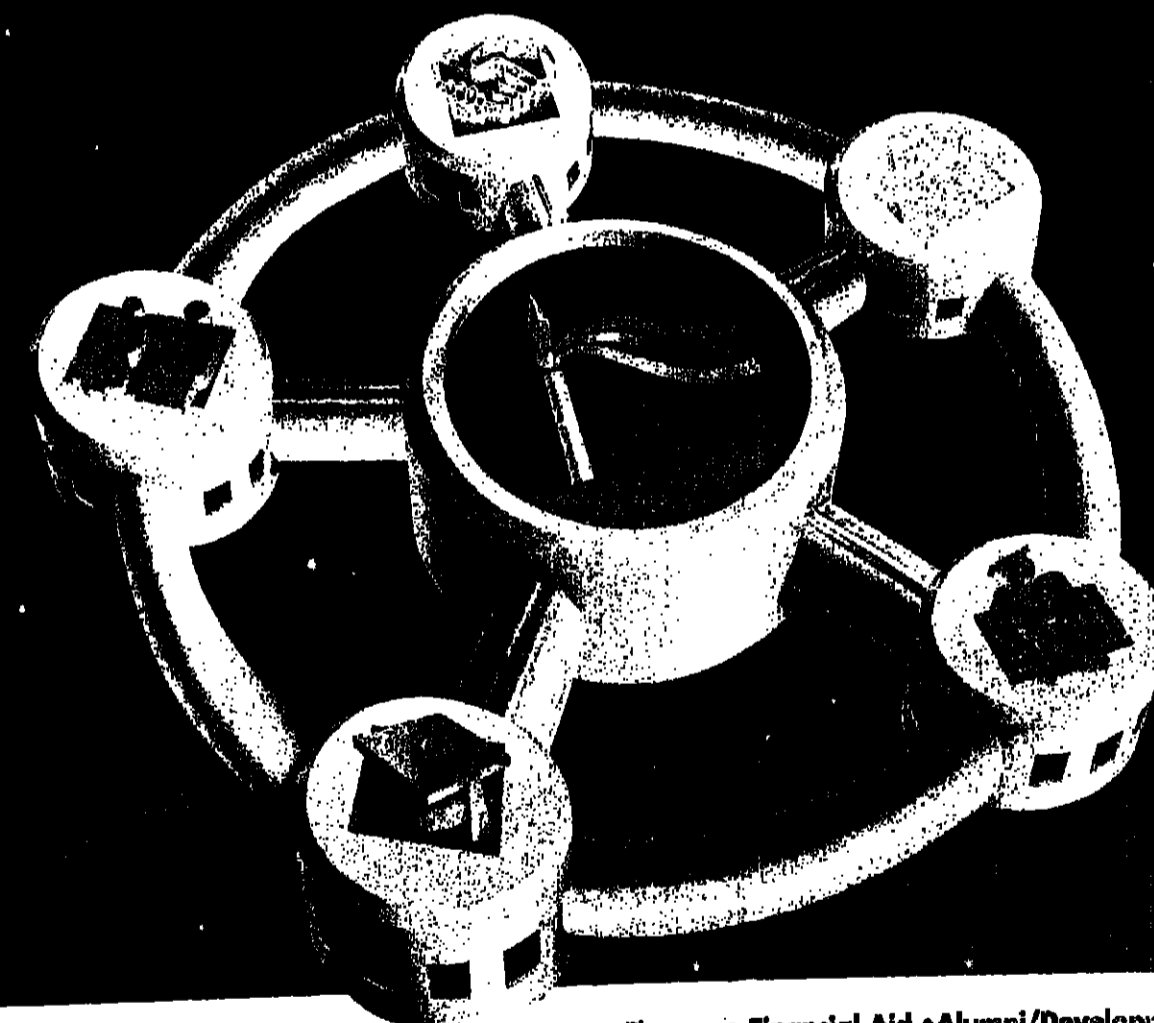
The Writing of Official History Under the Tang, by Denis Twitchett (Cambridge University Press; 384 pages; \$49.95). Describes the establishment in Tang Dynasty China of a government organization designed to select, process, and edit material for inclusion in official histories.

HISTORY OF SCIENCE
Cardinal Choices: Presidential Science Advising From the Atomic Bomb to SDI, by Gregg Herken (Oxford University Press; 336 pages; \$24.95). Focuses on the scientific community's involvement in the arms race from the Manhattan Project to the Strategic Defense Initiative.

Cold Fusion: The Scientific Fiasco of the

Continued on Following Page

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Scarce Drug Is at Forefront of the Fight Against Cancer

Continued From Preceding Page
different approach from the Stanford laboratory's. About three years ago, Mr. Holton says, he assumed that enough of taxol's molecular core would be available from yew needles, a renewable source, to use the core as a starting point for taxol synthesis. Mr. Holton and his colleagues had to attach a "side chain" to the core to make taxol. Unfortunately, the process was akin to putting a ship in a bottle.

A Small Atomic Doorway

The place where the side chain is supposed to attach sits under a dome of atoms, and the completed side chain cannot fit through a small atomic doorway to get at the attachment site.

The Florida State scientists ultimately made an analogue of the side chain that

opened up, like an umbrella, once it was through the doorway and under the dome. "Chemicals don't like to be constrained in little-bitty rings," Mr. Holton says. "There's a lot of pent-up energy there."

Using Mr. Holton's process, the Bristol-Myers Squibb Company hopes to be producing commercial quantities of taxol by early next year.

Kansas State's Mr. Mitscher has long been interested in finding medicines in plants. "Nature has a marvelous imagination when it comes to constructing molecules," he says, "much more so than a lot of chemists do." When the cancer institute issued the call for ways to make taxol, Mr. Mitscher says he was glad to respond.

A colleague of Mr. Mitscher flew to India last year to test the leaves of a yew tree that grows in the Himalayas. Scientists

who had previously studied the tree described it as a poor producer of taxol, but Mr. Mitscher believes the leaves may have been old and dried when they were tested.

FDA Approval Expected

The sample of Himalayan leaves that Mr. Mitscher and his colleagues examined turned out to have 10 times as much taxol as the needles of the Pacific yew.

Stanford's Mr. Wender and other scientists predict the Food and Drug Administration will probably approve taxol for general use, outside of clinical trials, next year. Mr. Suffness is confident that the mixed bag of scientific approaches to making taxol will yield enough of the chemical to meet future demand.

"We are ending our dependence on the Pacific yew," he says.

Scholarship

NEW SCHOLARLY BOOKS

Continued From Preceding Page
Colonialism and Science: Saint Domingue in the Old Regime, by James F. McClellan, III. (Johns Hopkins University Press; 408 pages; \$32). Describes the research activities of 18th-century French colonial scientists on Saint Domingue (later Haiti).

Rodney A. Smolla (Alfred A. Knopf; 429 pages; \$27.50). Explores the value and meaning of free speech in a democratic society; topics include "hate speech," obscenity, and the challenge of new communications technologies.

LINGUISTICS

Universal Grammar and Language Learnability, by Arjun P. Salemi. (Cambridge University Press; 180 pages; \$44.95). Develops an approach to the understanding of language acquisition based on the methodology of "language learnability" theory and the linguist Noam Chomsky's "principles and parameters" model.

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Free Speech in an Open Society, by

FELLOWSHIPS

Visiting Scholar Fellowship Competition

1992-1993

The Social Science Research Council Committee on International Peace and Security announces a competition for Visiting Scholar Fellowships. These three-month fellowships allow scholars, journalists, public servants, lawyers, and others to pursue research on innovative topics in international peace and security studies at universities and major research centers outside their home regions. In 1992-1993, Fellowships are offered to African, Eastern European, and Central European scholars and researchers who are resident in the countries of these regions.

Fellowships encourage junior scholars and others who can demonstrate comparable research experience to expand their participation in research and discussions on the security implications of worldwide cultural, military, social, economic, environmental, and political changes. The competition is designed for scholars in the first seven years of their postdoctoral careers and other eligible applicants at an equivalent stage. The competition gives strong priority to those who have not previously had the opportunity to study outside their home regions.

Fellowships will cover round trip economy airfare, institutional fees, and a modest stipend. Fellowship awards will not exceed \$9,000. For application materials and additional information contact: The Program on International Peace and Security, SSRC, 605 Third Avenue, New York, NY 10158 USA. (212) 661-0280. FAX: (212) 370-7896. Deadline for applications: September 15, 1992.

美中学术交流委员会 SCHOLARLY EXCHANGE WITH CHINA

The Committee on Scholarly Communication with the People's Republic of China (CSCPRC) announces scholarly exchange programs with the People's Republic of China for the 1993-94 academic year.

The Graduate and Research Programs offer opportunities to graduate students and scholars in social sciences and humanities to conduct long-term research in China. Application deadline is October 10, 1992.

Chinese Fellowships for Scholarly Development invite nomination for Chinese scholars in social sciences or humanities with a graduate degree from a Chinese institution to conduct research at an American university for one semester. Nominations must be made by American scholars. Application deadline is November 14, 1992.

The China Conference Travel Grants Program supports scholars in social sciences and humanities to present recent research results on an aspect of China at conferences in the PRC.

For applications to all programs, write:

CSCPRC, National Academy of Sciences
 2101 Constitution Avenue, Washington, DC 20418
 (202) 334-2718

LITERATURE

Binding Cultures: Black Women Writers in Africa and the Diaspora, by Cley Wilentz. (Indiana University Press; 160 pages; \$29.95 hardcover; \$10.95 paperback). Discusses the work of Efiya Sutherland and Ama Ata Aidoo of Ghana, Flora Nwapa of Nigeria, and Alice Walker, Toni Morrison, and Paule Marshall of the United States.

Canadian Science Fiction and Fantasy, by David Ketterer. (Indiana University Press; 208 pages; \$27.50). Traces the history of English- and French-language works in the two genres since the 1839 publication of Napoleon Aubin's *Mon Voyage à la lune*.

Don Juan and the Point of Honor: Seduction, Patriarchal Society, and Literary Tradition, by James Mandrell. (Pennsylvania State University Press; 310 pages; \$32.50). Explores literary representations and critical interpretations of the legendary Spaniard.

Dunbar the Makar, by Priscilla Bawcutt. (Oxford University Press; 416 pages; \$95). A critical study of the Scottish poet William Dunbar (c.1460-1495); examines his view of himself as a major makar, or poet, and describes his handling of various poetic genres.

Fiction of the Home Place: Jewett, Cather, Glasgow, Porter, Welty, and Naylor, by Helen Fiddymen Levy. (University Press of Mississippi; 265 pages; \$35). Explores the portrayal of female community in writings by Sarah Orne Jewett, Willa Cather, Ellen Glasgow, Katherine Anne Porter, Eudora Welty, and Gloria Naylor.

"Hamlet" and the Concept of Character, by Bert O. States. (Johns Hopkins University Press; 240 pages; \$35). Considers the nature of dramatic character through a study of the major roles in Shakespeare's plays; topics include the relationship of character change to character persistence, the theory of traits, and the interplay of character and environment.

In the Wake of Theory, by Paul Bové. (University Press of New England; 181 pages; \$40 hardcover, \$16.95 paperback). Includes previously unpublished essays on the work of Allan Bloom and Sacvan Bercovitch.

Private Lives in the Public Sphere: The German "Bildungsroman" as Metatext, by Todd Kottke. (Pennsylvania State University Press; 192 pages; \$32.50). Discusses self-conscious elements in the German *Bildungsroman* (novel of education) that reflect the transformation of German literature in the late 18th century.

Richardson's "Clarissa" and the Eighteenth-Century Reader, by Tom Keymer. (Cambridge University Press; 283 pages; \$59.95). Sets Samuel Richardson's epistolary novel *Clarissa Harlowe* in its 18th-century literary, cultural, and historical context.

Tennyson and the Text: The Weaver's Shuttle, by Gerhard Joseph. (Cambridge University Press; 256 pages; \$34.95). Uses a weaving metaphor to explore the poetic texture and sense of "textuality" in the English poet's work.

MATHEMATICS

General Orthogonal Polynomials, by Herbert Stahl and Vilmos Totik. (Cambridge University Press; 256 pages; \$34.95).

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Indiana U. Press, 601 North Morton Streets, Bloomington, Ind. 47404
Johns Hopkins U. Press, 701 West 40th Street, Suite 275, Baltimore 21211

Kent State U. Press, P.O. Box 5190, Kent, Ohio 44242
Alfred A. Knopf, 201 East 50th Street, New York 10022
W. W. Norton & Company, 500 Fifth Avenue, New York 10110
Oxford U. Press, 200 Madison Avenue, New York 10016
Pennsylvania State U. Press, 820 North University Drive, Suite C, University Park, Pa. 16802

St. Martin's Press, 175 Fifth Avenue, New York 10010
U. of Nebraska Press, 901 North 17th Street, Lincoln, Neb. 68588
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U. Press of Kansas, 2501 West 15th Street, Lawrence, Kan. 66049
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U. Press of New England, 17½ Lebanon Street, Hanover, N.H. 03755
Yale U. Press, 92A Yale Station, New Haven, Conn. 06520

bridge University Press; 320 pages; \$39.95).

MUSIC

From Vivaldi to Vivaldi: A History of the Early Classical Violin Concerto, by Chappell White. (Gordon and Breach; 375 pages; \$35). Traces changes in the solo violin concerto from the mature Baroque works of Antonio Vivaldi (1678-1741) to the Classical compositions of Giovanni Battista Viotti (1755-1824).

PHILOSOPHY

Bodini On Sovereignty, edited by Julian H. Franklin. (Cambridge University Press; 176 pages; \$49.95 hardcover, \$15.95 paperback). Translation of writings by the 16th-century French political philosopher Jean Bodin.

Parmenides, by Martin Heidegger, translated by André Schuwer and Richard Rojcewicz. (Indiana University Press; 192 pages; \$29.95). Translation of a lecture series on Greek philosophy delivered by Heidegger in 1942-1943 at the University of Freiburg.

Wendoverman and Superman: The Ethics of Human Biotechnology, by John Harris. (Oxford University Press; 288 pages; \$22.95). Considers such moral dilemmas as the ethics of conceiving a child for the primary purpose of organ or tissue donation.

POLITICAL SCIENCE

Citizens and Community: Political Support in a Representative Democracy, by Allan Kornberg and Harold D. Clarke. (Cambridge University Press; 304 pages; \$34.95). Focuses on Canada in a study of the related subjects of political legitimacy and citizen support.

Generals in the Palatos: The Military in Modern Mexico, by Roderic A. Camp. (Oxford University Press; 296 pages; \$49.95). Presents new empirical data on civilian-military relations.

International Conflict Resolution: The U.S.-USSR and Middle East Cases, by Louis Kriesberg. (Yale University Press; 288 pages; \$35). Analyzes the history of conflict and negotiation between the United States and the Soviet Union on one hand, and the parties involved in the Arab-Israeli conflict on the other; uses the data to develop a general theory of the process of conflict termination.

Liberalism and American Identity, by Patrick M. Garry. (Kent State University Press; 232 pages; \$32). Considers the role of liberalism in American politics, particularly as reflected in the beliefs and leadership of Franklin D. Roosevelt, Harry S. Truman, and John F. Kennedy.

Militarism: Government and Politics: Modernization Versus Traditionalism, by Dale Crane and Stephen D. Shaffer. (University of Nebraska Press; 367 pages; \$45 hardcover, \$17.95 paperback). A history and analysis of the state government's executive, judicial, and legislative branches.

POPULAR CULTURE

Cradle and All: A Cultural and Psychoanalytical Study of Nursery Rhymes, by Lucy Rollin. (University Press of Mississippi; 184 pages; \$27.50). Explores in four kinds of nursery rhymes—animal rhymes, courtship and marriage rhymes, didactic rhymes, and lullabies and amusements.

PUBLIC POLICY

Planning for Earthquakes: Risk, Policy, and Policy, by Philip R. Bote and Timothy Beasley. (Johns Hopkins University Press; 240 pages; \$30). Examines risk-planning policies in earthquake-prone communities across United States, with a focus on the Alto, Cal.; Salt Lake County, Utah; and the lowlands of South Africa.

SOCIOLOGY

The Constant Flux: A Study of Instability in Industrial Societies, by Robert Erikson and John H. Goldthorpe. (Oxford University Press; 448 pages; \$84). Focuses on Eastern and Western Europe since World War II, with a national discussion of Australia, Japan, and the United States.

Feminist Methods in Social Research, by Shulamit Reinharz. (Oxford University Press; 413 pages; \$39.95 hardcover, \$19.95 paperback). Explores the diversity of feminist approaches to social-science research.

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Personal & Professional

A Leading Feminist Literary Critic Quits Post at Columbia, Citing 'Impossible' Atmosphere

Carolyn Heilbrun says she is tired of battling an 'old-boy network' that is resistant to her scholarship

By SCOTT HELLER

Tired of battling what she calls an "old-boy network" resistant to feminist scholarship, Carolyn G. Heilbrun is leaving Columbia University after 32 years.

Ms. Heilbrun, a pioneering feminist literary critic and the author of mystery novels under the pseudonym Amanda Cross, will not return next fall to her professor's job at Columbia's department of English and comparative literature.

"I've lost the spirit to continue," she said in an interview. "The atmosphere became impossible. Quite literally, no one in the department spoke to me all year."

Her decision to retire now, at age 66, was prompted by a dispute over a tenure case, as well as what she considers a lack of departmental support for her graduate students. She will finish her career on a sabbatical.

A former president of the Modern Language Association, Ms. Heilbrun has long been an advocate for the study of women's writing, including autobiography. She has been outspoken in her criticism of an academic world resistant to women and change. Her books include *Reinventing Womanhood and Writing a Woman's Life*.

"We have lost one of the women who helped to create American feminism," said Jean E. Howard, a department colleague.

Department's Record Defended

Department officials expressed regret at Ms. Heilbrun's decision to leave, although they maintained that Columbia had made strides in hiring female faculty members and encouraging feminist scholarship. Several pointed to the 1991 hiring of Gayatri Spivak, a world-renowned scholar whose work deals with postcolonial and Marxist themes.

"We hired the most influential feminist in the world last year—Gayatri Spivak," said David Scott Kastan, the department chairman. "I take that as a sign that this is

expressed no confidence in her predecessor, J. William Wernick.

Professors at the University of Notre Dame were also considering a no-confidence resolution to protest what they saw as their president's failure to give the faculty a bigger role in governance. But the vote never took place. Faculty leaders and the president, the Rev. Edward A. Malloy, worked out an agreement giving the faculty a bigger role on key committees.

Two months after Iowa's four largest institutions withdrew their teacher-education programs from the National Council for Accreditation of Teacher Education, the state is looking to become a partner in accreditation with the council.

The Iowa State Board of Education voted this month to work with the council to develop a joint accreditation process for the state's teacher-education programs. In March, Drake and Iowa State Universities and the Universities of Iowa and Northern Iowa withdrew from the council, charging that its standards were too prescriptive and costly.

Under the proposed plan, Iowa colleges could have their programs reviewed by the state or by a team of state and council evaluators. State officials hope the partnership will change the minds of those who withdrew. But officials at the four institutions say they did not plan to change their position.

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Carolyn G. Heilbrun, who is leaving the university after 32 years: "I've lost the spirit to continue."

a department deeply committed to feminism."

Seven of the 28 tenured professors in the department are women, including Ms. Heilbrun and Ms. Spivak. Mr. Kastan noted that more than half of the 14 non-tenured professors are women. The department has also hired two women who will start in the fall.

Only tenured professors vote on candi-

dates for tenure. Ms. Heilbrun said a bloc of senior male scholars had often short-circuited efforts to give feminists a greater presence in the department. "I call them the treehouse gang," she said. "They're like boys in a treehouse: No girls allowed."

Her criticism was echoed by Joan M. Ferrante, an expert in medieval literature and a former department head. "There are simply a lot of people who are not first-rate and who have an old-boy attitude and want people they can feel comfortable with," she said.

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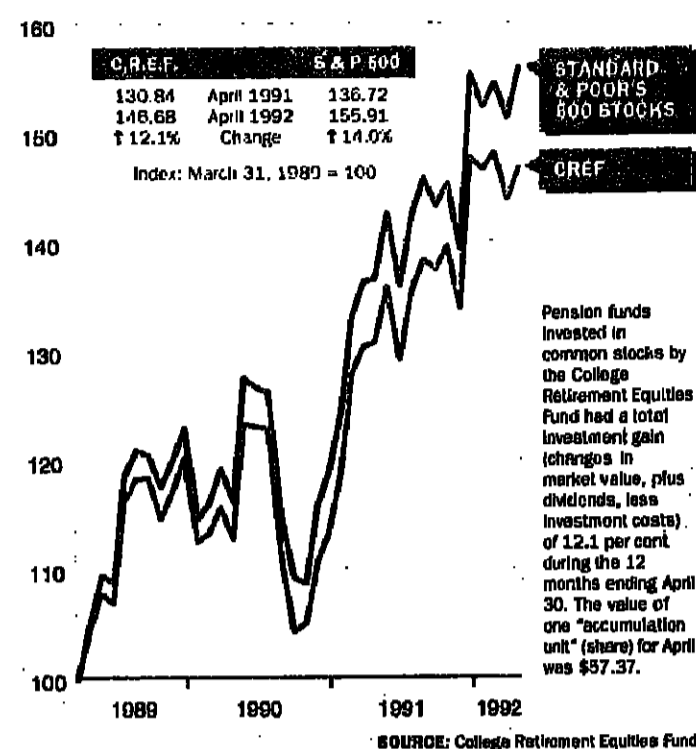
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Trends and Indicators

Pension Money in the Stock Market

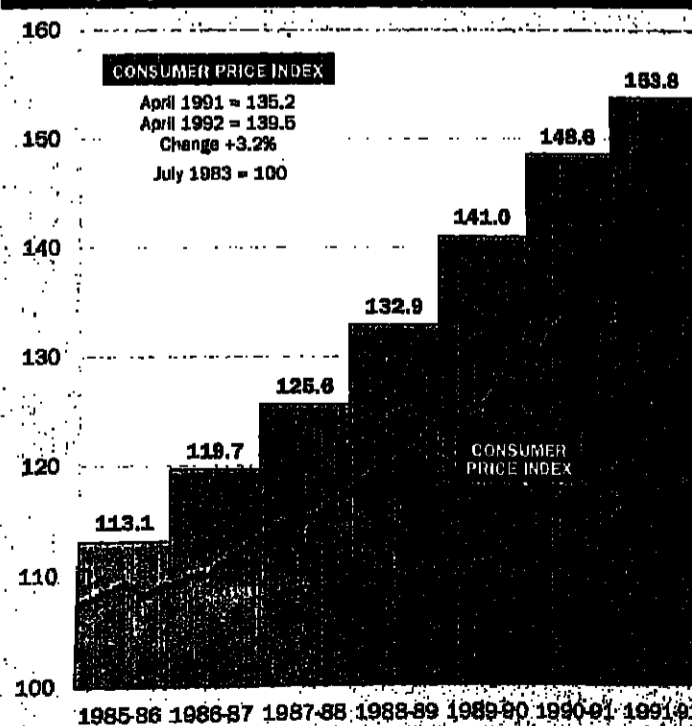


Spending on Major Fringe Benefits for Full-Time Faculty Members, 1991-92

	All Institutions	Public	Private Independent	Private Church-related
Retirement				
Proportion with benefit	97.2%	99.2%	92.0%	93.3%
Average spending per faculty member	\$4,423	\$4,585	\$4,680	\$3,088
Medical Insurance				
Proportion with benefit	97.1%	98.8%	93.7%	92.7%
Average spending per faculty member	\$2,813	\$2,901	\$2,830	\$2,249
Dental Insurance				
Proportion with benefit	33.9%	35.6%	33.4%	25.2%
Average spending per faculty member	\$334	\$357	\$288	\$241
Group Life Insurance				
Proportion with benefit	82.9%	77.5%	91.9%	100.0%
Average spending per faculty member	\$181	\$176	\$219	\$151
Tuition for children				
Proportion with benefit	10.5%	8.2%	16.7%	14.5%
Average spending per faculty member	\$3,301	\$1,179	\$5,864	\$5,842

Note: Data are based on reports from 2,072 institutions. SOURCE: American Association of University Professors

Faculty Pay and the Cost of Living



A Battle Over Academic Freedom Grows More Bitter at Lees College

Continued From Preceding Page the report, which he did not release, said the institution had not violated academic freedom. "But we knew that all along," he said. Mr. Bradshaw explained the turmoil by saying: "People have the impression they're going to really like this type of atmosphere. Then they get here and find their personality doesn't meet the special needs of a small church-related college with a mission."

Hefty Turnover in 4 Years

Lees appears to have had trouble attracting professors who meet those needs. Professors said at least 130 faculty and staff members had come and gone since Mr. Bradshaw took over in 1988. Administrators disputed that figure, but would not provide their own.

Some professors said Mr. Bradshaw had initially enjoyed widespread support from the college's two dozen professors and nearly 40 staff members. But changes he made in the college's tenure and personnel policies and in the faculty handbook quickly eroded that support, the professors said.

The faculty has twice voted no confidence in Mr. Bradshaw since 1991. Many professors said the

president and his wife, Betty June, who held an unpaid job of acting dean of students, ran the campus as a fiefdom.

Professors have criticized Mr. Bradshaw for abolishing tenure. A few retain the status of tenure, but not its benefits. They complain that contrary to widely followed guidelines set forth by the AAUP, all professors work under one-year contracts, so tenure is meaningless.

Mr. Bradshaw retains the support of the 22-member Board of Trustees, which in December offered him a 10-year contract and last year increased his compensation to \$82,437 from \$58,000, according to professors who reviewed the college's tax forms.

Feminist Literary Critic Quits Columbia

Continued From Preceding Page the vote—evenly split—on Ms. Winnett's case to an administrator, but the vote was allowed to stand.

Mr. Kastan said the decision on Ms. Winnett was not a matter of hostility to feminist scholarship. "Anytime somebody comes up for tenure at a major research university without a book in print, you're very vulnerable," he said.

Other tenured women in the department agreed that Columbia, in general, has a mediocre record of supporting female professors and feminist work, in part because it is an Ivy League school that first admitted female students in 1984. But they were more optimistic about the English department's recent efforts.

"We're coming out of a very bad situation, when for a long time we had very few women," said Ann Douglas, a professor in the department since 1974.

"Over that time," she added, "Carolyn has [felt] beleaguered, rightly, but she's closed herself off

from the progress made in the department."

Ms. Heilbrun's graduate students may have been caught in the crossfire. Only one of the master's degree students she supported was admitted into the doctoral program for next year, and a large number of students in her graduate seminar on gender and modernism also didn't get in. Several said they would appeal, arguing that Ms. Heilbrun's evaluations had been given short shrift in the admissions process.

James T. Rogers, executive director of the Southern Association of Colleges and Schools, called the college's action "highly irregular," and said it might have violated the spirit of the association's disclosure policy. He said he planned to look into the president's use of the visiting team's report to gain positive publicity.

Mr. Bradshaw said he had complied with all accrediting standards.

Especially Competitive

David Damrosch, who headed the graduate-admissions committee, said the pool was especially competitive this year and that many students exploring feminist themes had been admitted. He said the recommendations of scholars who wrote lengthy evaluations of their students' work weighed more heavily than those who wrote short reviews, as he said Ms. Heilbrun had done in some cases.

The Cambridge Center for Behavioral Studies is looking for people to design computer systems that act like humans. The systems will compete in the second Quest for the Thinking Computer next fall in Boston.

In the first competition last year, 10 judges typed messages on 8 computer terminals to determine which ones were controlled by people and which by computer programs. They ranked the terminals by how human the conversations were and awarded a prize to the highest-ranked machine.

The two computers controlled by hidden humans received the highest rankings, but one of the six computers controlled by a program fooled the judges into thinking it was a person. And three judges thought one of the humans was a computer.

The deadline for entering the contest is July 31. The event is scheduled for November 17. For an entry blank, contact Kathleen Towne, Cambridge Center for Behavioral Studies, 11 Waterhouse Street, Cambridge, Mass. 02138; (617) 491-9020.



Cultural Workers and the Politics of Education Henry Giroux

"Border Crossings" is an enormously powerful and important book by one of the most intense and brilliant thinkers of our times. It is also an eminently accessible book and, in its weaving of popular culture, contemporary politics, and moral vision, the writing speaks to a broad audience. Giroux has written a heretofore chiefly as an educator. This time, he is speaking as a public citizen in the great tradition of American dissenters, but always admired Giroux and profited greatly from his work; but this is certainly his most important and searching book. It ought to be read widely." — Jonathan Kozol, author of *Savage Inequalities*

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Information Technology



Joel M. Smith, Allegheny's director of educational computing services: "One of the thrusts here is to involve many non-programmers in the process of creating instructional applications."

College Enables Professors to Write Computer Programs With Ease

At Allegheny, faculty members with little training quickly create sophisticated applications

By DAVID L. WILSON

MEADVILLE, PA.

In the past year, faculty and staff members at Allegheny College have written more than 100 sophisticated computer programs that are being used in classes. The programs were developed by about 25 people, most of them faculty members not highly skilled in the arcane art of programming.

Richard Scheines, a research scientist in the philosophy department at Carnegie Mellon University, says Allegheny's productivity is staggering. Mr. Scheines, who was paid by the college to evaluate its computer operation, says writing computer programs is arduous work, done by highly skilled specialists, that can take months or years. "It took me about three years to finish an application to use in logic classes," he says.

What makes Allegheny's feat even more impressive, says Mr. Scheines, is that the institution is a small liberal-arts college. It does not have the technical resources of a large university with a substantial cadre of science and engineering specialists.

An Unusual Type of Computer

Despite that, Allegheny faculty members have been able to write high-quality programs quickly and install them on the campus computer system. In some English courses, for example, students have become accustomed to going to computer laboratories and working on homework assignments that developed from

classroom discussions just a few days before.

Allegheny has accelerated the development of computer applications and allowed people who aren't software experts to get involved by using an unusual type of computer. Manufactured by Next Computer Inc., the machines come with a special programming language that allows sophisticated programs to be created quickly.

Allegheny has 108 Next computers in five laboratories across its campus. Sixty more machines are in faculty and staff of

fices. The machines are linked in a network. Next officials say that no other small liberal-arts institution uses their company's computers more extensively than Allegheny, although Next machines are found on many campuses, where they generally are used by mathematicians and scientists.

Most institutions that install public computer networks use machines made by the International Business Machines Corpora-

tion—or less expensive clones—or manufactured by Apple Computer Inc.

That, says Joel M. Smith, assistant professor of philosophy and director of educational computing services at Allegheny, is because those two different types of "platforms," as they are called, have the largest variety of software already written for users. Comparatively little software is available for the Next, he says.

"It's No Surprise"

As a result, he says, campus administrators and technical experts choose platforms for the educational software that already exists. The problem is that while most professors will gladly use a broad application for such tasks as word processing, few instructors like using instructional software written by someone else for their own courses. That is because the program rarely meshes with their teaching styles.

"We don't even like to use somebody else's textbook," Mr. Smith says, "so it's no surprise that professors would rather write their own applications than buy what's on the shelf."

But most professors don't have the technical expertise needed to write a program, so they must work with computer programmers. That approach, says Mr. Scheines, has big problems, as well. "Programmers don't know anything about pedagogy, and professors don't know anything about computers," he says. "It's always been the dream of educational

Continued on Following Page

Professors Create Their Own Computer Programs

Continued From Preceding Page
programming to let the professors program. That's what they've been able to do at Allegheny.

Long Sequences of Code

Most software is written line by line. The easier it is to use, the more code must be written. Many programs today, for instance, are designed around systems that use "windows" that essentially allow users to have several different programs on a computer screen simultaneously, each in its own rectangle. Programs written in such a fashion shield users from the computer's internal language and make it easier for them to operate the programs. The way a program shows up on the computer screen is called an interface.

Most of the time spent program-

ming in a standard computing language is devoted not to the actual new parts of the program but to writing the code for the interface. When different programs use the same type of interface, the same code must be written over and over, and in some cases writing that code is 90 percent of the work. Composing a program in a standard computing language means "I have to reinvent the wheel each time," says Brian P. Reid, an assistant professor of chemistry and coordinator of scientific computing at Allegheny.

The Next machine, however, comes with an "object-oriented" programming language. The codes needed to make a software application do certain things are bundled into discrete "objects" that are stored in the computer. Just as a

worker building an automobile on an assembly line can simply grab a door and attach it to what will eventually be a car, a programmer using an object-oriented language can electronically grab a pre-written batch of code stored in the computer and use it in the program being written.

A Library of Objects

Specialists at Allegheny have been developing a special library of objects that can be used in educational computing, including objects that represent Petri dishes, bar graphs, and tables. Once the code for each object is written, other, less sophisticated programmers can easily include it in their own applications.

Mr. Smith gives a demonstration of how quickly an application can

be developed. Using a mouse, he scrolls through a list of objects available, and pulls out an object labeled "window." The computer obligingly opens up a window on the screen. Mr. Smith labels this window "instructions," and pulls up another object from his list, this one a button. An image of a push button appears on screen, and a line appears between the button and the window, signifying that clicking on the button with the mouse will make the "instructions" window appear.

In similar fashion, Mr. Smith sets up a window containing a line graph and a table on which students can insert data, which will then be displayed on the line graph. By linking all these objects together, Mr. Smith can quickly create a new computer application with very few "bugs" in it, because he knows that most of its codes have already been tested in other programs. The entire process takes less than half an hour.

Making Programming Easy

This extreme ease in programming is central to Allegheny's goals, says Mr. Smith. "One of the real thrusts here is to involve many non-programmers in the process of creating instructional applications. We didn't have a huge staff of programmers, so the key was something that made development easy."

Ron L. Mumme, an assistant professor of biology, was able to develop a complex computer simulation that allows students to study genetic changes in fruit flies over many generations. He was able to do most of the programming himself, with some assistance from the experts to get him over the rough spots. "I wouldn't have even tried to do this without the object-oriented programming language," he says.

Every student interviewed for this article expressed great support for the college's computing program, saying it had improved the quality of their education enormously. But many had the same complaint. "We really need more machines," says Mary Anne Wise, a senior majoring in English literature. Students repeatedly complained of long lines to use the computers, particularly at the end of the year, when everyone is rushing to complete assignments. Mr. Smith says Allegheny is installing 50 additional machines in its public laboratories this year, which should alleviate some of the congestion.

That will give Allegheny's 1,800 students access to 158 machines in the laboratories. Mr. Smith says he thinks an ideal ratio would be 7 to 1, "but that won't happen until we get more money." Outside contributors have provided the school with nearly \$1-million since 1989 to finance use of the Next computers.

Jake B. Suntheimer, a freshman who expects to major in computer science and philosophy, says: "I came here just because of the Next machine. I'm already using what Apple and IBM are hoping to get out in three years. When I get out of here, I will have a jump on every other class because I'm already using the type of computers that the rest of the computer industry will be building."

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TECHNOLOGY UPDATE

- Five colleges experiment with network for student transcripts
- Process speeds up the facsimile transmission of photographs
- Videodisk aims to help campuses deal with racial intolerance

In an effort to save time and money, San Jose State University and four community colleges in Northern California are experimenting with a computer network to send student transcripts to one another.

In the past the institutions have prepared paper transcripts and sent them by mail, a process that usually takes at least two weeks, and sometimes far longer, says Edgar Chambers, the university's associate executive vice-president for admissions and records. "With electronic transmission, we are able to process students' records overnight," he says.

San Jose State processes about 125,000 transcripts a year at a cost of \$300,000, Mr. Chambers says. Sending transcripts electronically "will save a tremendous amount of money." Cost savings will be realized on postage and paper.

Mr. Chambers expects the network to start operating formally by July 1. By then, the system will include 10 community colleges in the university's service area.

The university has agreements to extend the network to two local high-school districts in the fall, Mr. Chambers says.

For more information, contact Mr. Chambers at San Jose State University, One Washington Square, San Jose, Cal. 95192-0009; (408) 924-2009; EDGAR@SJSUVM1.

An engineering professor at the University of Rochester has developed a process to speed up the facsimile transmission of photographs.

The process, based on an algorithm created by Kevin J. Parker, an associate professor of electrical engineering, converts a photograph into a grid of tiny squares. The fax machine scans the grid for two types of information: the average amount of gray in each area of the photograph and any outstanding features, such as sharp edges or high contrast.

The machine sends the two types of information separately to a receiver, where they are combined into the original image.

In the current process, a photograph is converted into a halftone composed of black and white dots, which are transmitted together as thousands of signals over telephone lines.

Mr. Parker says his separation process increases transmission speed by taking advantage of "redundancy," areas within images that look similar.

Because there is little redundancy in halftones, he says, images must be transmitted point by point. When it sends two different sets of information, however, the fax machine is able to transmit many lines, one right after another, that are almost identical.

"That's where you get all the speed," Mr. Parker says. For the transmission process to work, the sending and receiving

fax machines must have the same halftone screen, he says.

For more information, contact Mr. Parker, Department of Electrical Engineering, University of Rochester, Rochester, N.Y. 14627; (716) 275-3294.

Vanderbilt University is creating a computer-based videodisk program to help faculty and staff members and students

on predominantly white campuses deal with racial intolerance.

For the program, the university will produce a disk called the Diversity Opportunity Tool or DOT. It will contain simulations of common examples of intolerance—verbal harassment, for example, or discriminatory acts—involving whites and blacks.

The videodisk is being developed on an Apple Macintosh ma-

chine and will let users watch brief enactments of racial incidents, select responses from among several alternatives, and see the outcomes. The disk will also include some source materials on racial discrimination.

"The script reads a little bit like a soap opera, with stories inside stories," says Willis D. Hawley, who oversees the project as the director of the Center for Education and Human Development Policy. "We found we couldn't have separate incidents. Students of different races can have easy and positive relationships when they are studying together, but in a social situation they can experience pressure from their friends."

Professional actors and Vanderbilt students who belong to drama

groups will act in the simulations. Mr. Hawley says, "If you just use students, viewers become conscious of the people, rather than the events," he says. "They tend to say, 'Oh, I know her.'"

Mr. Hawley expects the videodisk to be ready to test next fall. If the tests are successful, the university might make other versions that concentrate on relations among other racial groups.

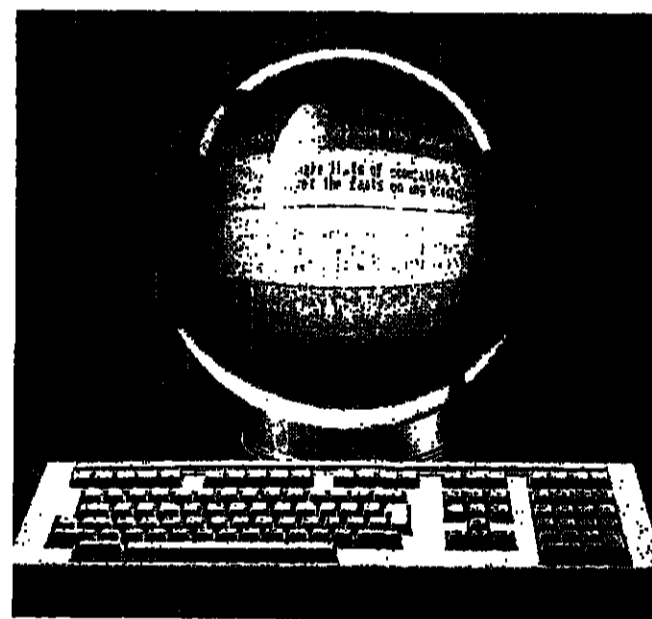
The project is supported by the Fund for the Improvement of Postsecondary Education.

For more information, contact Mr. Hawley, Center for Education and Human Development Policy, Vanderbilt University, 1208 18th Avenue South, Nashville 37212; (615) 322-8505.

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Physics. "Interactive Physics II," for Apple Macintosh. Interactive simulated laboratory lets students measure objects in motion driven by physical laws; students can draw and build such objects as squares and rockets, define mass, elasticity, charges, and velocity for each, set the environment, and run the experiment to see how the objects interact; \$319; quantity discounts available. Contact: Knowledge Revolution, 15 Brush Place, San Francisco, Cal. 94103; (800) 766-6615 or (415) 553-8153.

Political science. "American Government: An Introduction Through MicroCase," for IBM PC and compatibles. Student version of the MicroCase analysis system lets students in introductory courses do political-science analysis; includes three data bases with aggregate and survey data from the 1990 General Social Survey and from state and Congressional sources; includes laboratory workbook; \$19. Contact: MicroCase Corporation, Box 2180, West Lafayette, Ind. 47906; (317) 497-9999.

Social-science data bases. "Time Series Library Foundation Pack, Version 1.0," for IBM PC and compatibles. Requires "Lotus 1-2-3" or "Quattro Pro." Spreadsheet-based program lets users explore, analyze, compare, and present data from 560 time series; each series contains text with definitions, methodologies, source citations, and reading references; includes U.S. and international demographic, economic, environmental, and social indicators; \$295; quantity discounts available. Contact: CoWorks Corporation, 1020 Central, Suite 200, Kansas City, Mo. 64105; (816) 421-1548.

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Communication. "Critical Thinking: Supporting Ideas With Good Evidence," for videodisk players used with Apple Macintosh. Tutorial provides practice in understanding and applying texts of evidence in supporting claims; \$500. Contact: Oral Communication Program, Radford University, Box 6932, Radford, Va. 24142; (703) 831-3750.

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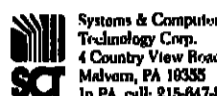
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Ways & Means

Wisconsin's Gov. Tommy Thompson, a Republican, has signed into law the state's 1992-93 budget act, including a provision that allows applicants for jobs at the University of Wisconsin to choose whether their names will be made public.

After several media organizations challenged the university's practice of not releasing the names of candidates for athletics-department jobs, the university agreed last year, in an out-of-court settlement, to make the names of job applicants public for a three-year period. Under the agreement, a change in state law could take precedence over the settlement.

The Governor agreed with university officials that disclosure of applicants' names could discourage prospective candidates from applying because it might jeopardize their current jobs.

Said Judith Ward, acting vice-president of university relations: "Opening the process puts us at a competitive disadvantage with other universities and private employers who do not disclose names."

Dave A. Zweifel, president of the state's Freedom of Information Council and editor of *The Capital Times*, said he was disappointed by the new law. Under the old system, he said, "the public gains the knowledge of who the individual is, and they gain the opportunity to make their feelings known about the candidate."

He added that open searches "take the process out of the realm of the 'old-boy network' that has existed for too long."

"The Star Spangled Banner" and the Pledge of Allegiance should be as much a part of the graduation ritual as "Pomp and Circumstance," says the New York State Senate.

The Senate passed a bill this month to require the recitation of the pledge and the playing of the national anthem at all graduation ceremonies at colleges in the State University of New York System.

Sponsors of the measure, which was first introduced several years ago but never voted upon, said the bill had been prompted by complaints from some families of SUNY graduates.

"It's been our experience that some parents come away feeling kind of empty when there's no display of patriotism," said an aide to State Sen. Owen H. Johnson, a sponsor of the bill.

The aide said the bill did not cover the City University of New York because legislators had not received any complaints about ceremonies there.

A spokesman for SUNY said he believed most campuses already play the national anthem at graduations. He also said each campus determines the format of its own graduation, and that it was unlikely the Senate vote would change that, since the bill is unlikely to come up for a vote in the State Assembly.

Government & Politics



Frank J. Sorauf, a political-science professor at the U. of Minnesota: "Does the vote follow the money or does the money follow the vote?"



Thomas A. Butts, a lobbyist for the U. of Michigan: Contributions from professors and administrators cannot compete with banks' funds.

Banks and Trade Schools Increase Their Campaign Gifts as Congress Reauthorizes the Higher-Education Act

By THOMAS J. DeLOUGHRY

WASHINGTON

Trade-school officials and banking interests increased their campaign contributions to members of Congress as the lawmakers were debating—and rejecting—proposals that could be detrimental to both industries.

The *Chronicle* reviewed the Federal Election Commission records of political-action committees controlled by the eight largest student-loan lenders and three banking associations. The review found that the PACs together contributed \$1.55-million in 1991 and the first three months of 1992, the period in which Congress was debating proposals to reauthorize the Higher Education Act. The 15-month total almost equals the 24-month total during the last reauthorization in 1985-86, when the PACs contributed \$1.89-million.

The stepped-up donations came as Congress debated proposals to replace federally insured bank loans to students with direct federal loans.

Tighter Restrictions Considered

Trade-school PACs continued to contribute generously to lawmakers, spending more than \$342,000 from January 1985 to March of this year. They donated \$69,800 from January 1991 to March 1992, which is more than the \$58,550 they contributed in all of 1985 and 1986. The contributions came as lawmakers weighed tighter restrictions on aid to the schools and as the number of schools declined because of a crackdown on student-loan defaults.

In addition to the PAC records, The *Chronicle* reviewed personal contributions to the 14 members of the Senate Subcommittee on Education, Arts, and the Humanities and the five top Democrats and five top Republicans on the 27-member House Subcommittee on Postsecondary Education. In all but a few cases, giving by

college officials lagged well behind contributions from trade-school officials and from bankers.

For example in the 15-month period: Trade-school officials donated \$10,350 to Rep. William D. Ford, a Michigan Democrat who is running for a 15th term. Mr. Ford heads the House Subcommittee on Postsecondary Education and the full Education and Labor Committee. College officials and lobbyists contributed \$6,450 to Mr. Ford, whose campaign received a total of \$251,005 from all sources.

Bankers contributed \$34,781 to Sen. Dan Coats, an Indiana Republican, seeking election to his first full term after replacing Dan Quayle in 1989. College officials donated \$2,482 to the campaign,

which received a total of \$1.8-million from all sources. Many of the bankers were employed by Indiana National Bank, which ranks 10th among makers of federally guaranteed student loans. Many of those affiliated with colleges were medical doctors.

Among the largest contributors with an interest in higher-education policy were employees of Williams & Jensen, a Washington law firm, who contributed \$9,750 to members of the House and Senate subcommittees. The firm represents the Student Loan Marketing Association, the largest buyer of student loans, and the Bank of America, the third-largest maker of student loans.

The *Chronicle's* review probably under-

Continued on Following Page

Overlap Group Documents Indicate Colleges Questioned the Effectiveness of Aid Awards

By SCOTT JASCHIK

Documents released by the Justice Department indicate that members of the Overlap Group, which in the last three years have collectively spent millions of dollars in legal fees defending their activities, harbored doubts about whether the group actually helped students or institutions.

According to the documents, financial-aid officials at some institutions believed that the Overlap process resulted in students' receiving aid awards that were too small. Some aid officials at Overlap colleges and universities linked the small size of Overlap awards to the difficulty that minority students face in enrolling in the Ivy League.

Other documents indicate that Overlap participation may have hurt the colleges themselves—by placing the institutions in the position of frequently offering less-gen-

erous aid packages than non-Overlap institutions.

Even as the documents raise more questions about the Overlap Group's effectiveness, however, some members continue to seek a way for the group to return to its practice of meeting annually to compare the aid packages offered to students admitted to more than one of their institutions. The goal of those meetings, which were attended by officials of the 23 elite private colleges that make up the group, was to arrive at a common determination of student financial need.

Members of the group have been under investigation by the Justice Department for three years. Antitrust charges against one member, the Massachusetts Institute of Technology, will be heard in Federal District Court in Philadelphia next month. The eight Ivy League institutions, which

Continued on Page A22

Banks and Trade Schools Increase Giving to Congressional Campaigns

Continued From Preceding Page

estimates the contributions from individuals because many donors did not list their occupations or employers as is required. Under federal law, individuals are allowed to donate \$1,000 for each election and PACs are limited to \$5,000. Primaries are considered separate elections.

Lawmakers generally deny that campaign contributors have any in-

"It comes as no surprise that people who are opposed to direct loans have been following all legitimate options available to them."

fluence over the way they view policy matters. Thomas R. Wolanin, an aide who has worked with Representative Ford on the higher-education bill, said campaign contributors get no special favors. "It's not something that registers on the radar screen," he said.

Advocates for tighter restrictions on student aid at for-profit trade schools contend that donations from school owners and PACs have kept lawmakers from developing tougher rules to curb abuses in that sector of higher education.

The review of election records found that the Career College Association's PAC contributed \$42,950 to candidates in the 15-month period and that the Associa-

tion of Independent Colleges and Schools donated \$25,050 in 1991 before it merged with the career-college group. The National Association of Accredited Cosmetology Schools made one \$300 contribution, and DeVry Inc., a chain of for-profit colleges, contributed \$1,500 in the 15-month period.

Early in the reauthorization process, discussion of establishing separate aid programs for trade-school students was squelched by Mr. Ford and Sen. Claiborne Pell, the Rhode Island Democrat who heads the Senate Subcommittee on Education, Arts, and the Humanities. Both argued that it would be elitist to apply one set of rules to colleges and another to trade schools.

The election records showed that in addition to the \$10,350 from trade-school owners, Mr. Ford received \$8,350 from trade-school PACs in 1991-92. Mr. Pell raised very little money in the past year, but his 1989-90 re-election campaign took in \$13,455 from trade-school officials and \$22,000 from their PACs.

A 'Fundamental Difference'

Some college officials who believe that the government should have different aid programs for trade-school students say the political contributions are further proof that the schools' approach differs from that of colleges. The officials charge that profit-minded school owners make contributions to preserve their prime source of revenue, while university officials are generally non-political and invest

Contributions by Trade-School PACs: January 1991-March 1992

Presidential Candidate	
Tom Harkin, D-Iowa	\$500
Senate	
Brock Adams, D-Washington	\$4,000
Alan J. Dixon, D-Illinois	250
Christopher J. Dodd, D-Connecticut	1,000
Tom Harkin, D-Iowa	1,000
Ernest F. Hollings, D-South Carolina	1,000
John F. Seymour, R-California	1,000
Paul Simon, D-Illinois	100
Arlen Specter, R-Pennsylvania	2,500
Harris L. Wofford, D-Pennsylvania	1,000
House	
Michael A. Andrews, D-Texas	\$500
Richard K. Arney, R-Texas	1,000
William Lacy Clay, D-Missouri	500
E. Thomas Coleman, R-Missouri	7,050
Randy (Duke) Cunningham, R-California	725
Bernard J. Dwyer, D-New Jersey	250
Mickey Edwards, R-Oklahoma	500
Harris W. Fawell, R-Illinois	500
William D. Ford, D-Michigan	8,350
Joseph M. Gaydos, D-Pennsylvania	2,000
Richard A. Gephardt, D-Missouri	5,500
Steven C. Gunderson, R-Wisconsin	2,300
Charles A. Hayes, D-Illinois	200
Steny H. Hoyer, D-Maryland	\$1,000
Dale E. Kildee, D-Michigan	2,750
Scott L. Klug, R-Wisconsin	300
Joseph M. McDade, R-Pennsylvania	1,000
George Miller, D-California	500
Susan K. Molinari, R-New York	1,650
David R. Obey, D-Wisconsin	1,000
Major R. Owens, D-New York	625
Ed Pastor, D-Arizona	500
Christopher C. Perkins, D-Kentucky	2,000
Thomas E. Petri, R-Wisconsin	900
Carl D. Pursell, R-Michigan	1,000
John F. Reed, D-Rhode Island	1,350
John Jacob Rhodes, III, R-Arizona	5,000
Gloria Gonzales Roemer *	500
Timothy J. Roemer, D-Indiana	500
Marge Roukema, R-New Jersey	1,000
Thomas C. Sawyer, D-Ohio	1,000
Patricia Schroeder, D-Colorado	500
Jose E. Serrano, D-New York	500
Louis Stokes, D-Ohio	1,000
Jolene Unsoeld, D-Washington	1,000
Peter J. Visclosky, D-Indiana	500
Vincent J. Weber, R-Minnesota	500
Pat Williams, D-Montana	1,500
Total	\$69,800

* Colorado Republican candidate SOURCE: Chronicle Reporting

their institutions' funds in aid for students.

"It's just another fundamental difference," said Robert G. Bottoms, president of DePaul University. "It is a very effective lobbying organization with lots of money behind it."

Sharon Thomas-Parrott, vice-president for governmental relations at DeVry Institutes, rejects such charges and plays down the importance of the company's political-action committee. DeVry does not buy access to lawmakers, she said, but rewards those who support higher education and for-profit education, in particular.

"Our record in graduating students and providing access to underrepresented students has been

much more the reason why we've been listened to," Ms. Thomas-Parrott said.

Some student-aid analysts and college officials who favor replacing guaranteed loans with direct loans made by the government through a college or trade school blame the banking lobby for helping to scuttle such proposals. Many college officials also oppose the plans because they fear the arrangements would increase their administrative burdens.

The Senate declined to include a direct-loan plan in its reauthorization bill. The House of Representatives included only a pilot project in its bill. The fate of the proposal will be decided in a conference of delegates from both chambers.

Thomas A. Butts, a lobbyist for the University of Michigan who pushed hard for direct loans, said he was not surprised by the amount of money that banking interests had contributed. "It comes as no surprise that people who are opposed to direct loans have been following all legitimate options available to them," he said.

No Guarantees

Mr. Butts said meager contributions from college professors, administrators, and lobbyists could not compete with the banking funds. "Unlike some other committees, where you have various interests offsetting one another, Education and Labor only has essentially the lending industry," he said. "There's simply no balance there."

Those who have studied political contributions say that banks have given more in recent years for a number of reasons. "Student loans are a pretty small part of their agenda," said Larry T. Makinson, director of research for the Center for Responsive Politics, a non-partisan group that studies the role of money in politics. "The biggest thing on their plate is bank deregulation."

But he said that having so much money floating around Capitol Hill helps the banks when they are fighting proposals like direct student loans. "That stuff comes in handy," he said.

Others argue, though, that political contributions do not guarantee

that votes will favor the contributor. Frank J. Sorauf, a political-science professor on the Twin Cities campus of the University of Minnesota, said banks had lost several recent battles in Congress despite their contributions.

Mr. Sorauf, author of *Inside Campaign Finance* (Yale University Press, 1992), also said it was often impossible to determine whether contributors such as bankers or trade-school officials were buying votes or rewarding lawmakers who already agree with them on issues. "Does the vote follow the money or does the money follow the vote?" he asked.

Support for Pell in 1989-90

The PAC controlled by Chase Manhattan—the second largest maker of student loans—contributed \$108,563 to lawmakers in 1991 and the first quarter of 1992. It donated \$77,785 in 1985-86. The Consumer Bankers Association, a trade group active on student-loan issues, and the Bank of America have also surpassed 1985-86 levels. The nation's largest banking PAC—administered by the American Banking Association—doled out \$686,000 to 268 campaigns in the 15 months that ended in March. In 1985-86, it gave \$929,000 to 372 candidates.

More important, the association already has given more to members of the House postsecondary-education subcommittee than it did in 1985-86. Sixteen members of the 27-member panel received a total of \$29,050 from the group this time, compared with \$16,850 for 13 members of the 23-member subcommittee in 1985-86.

Chris Rieck, an association spokesman, said it was not attempting to influence student-loan policy. "There's really no way to make that connection between our PAC contributions and that subcommittee," he said. He said the group had contributed to candidates who had supported bankers' views in the past.

Among members of the Senate education subcommittee, those receiving the most money were the three running for re-election this year: Senator Coats; Sen. Christopher J. Dodd, Democrat of Connecticut; and Sen. Barbara A. Mikulski, Democrat of Maryland.



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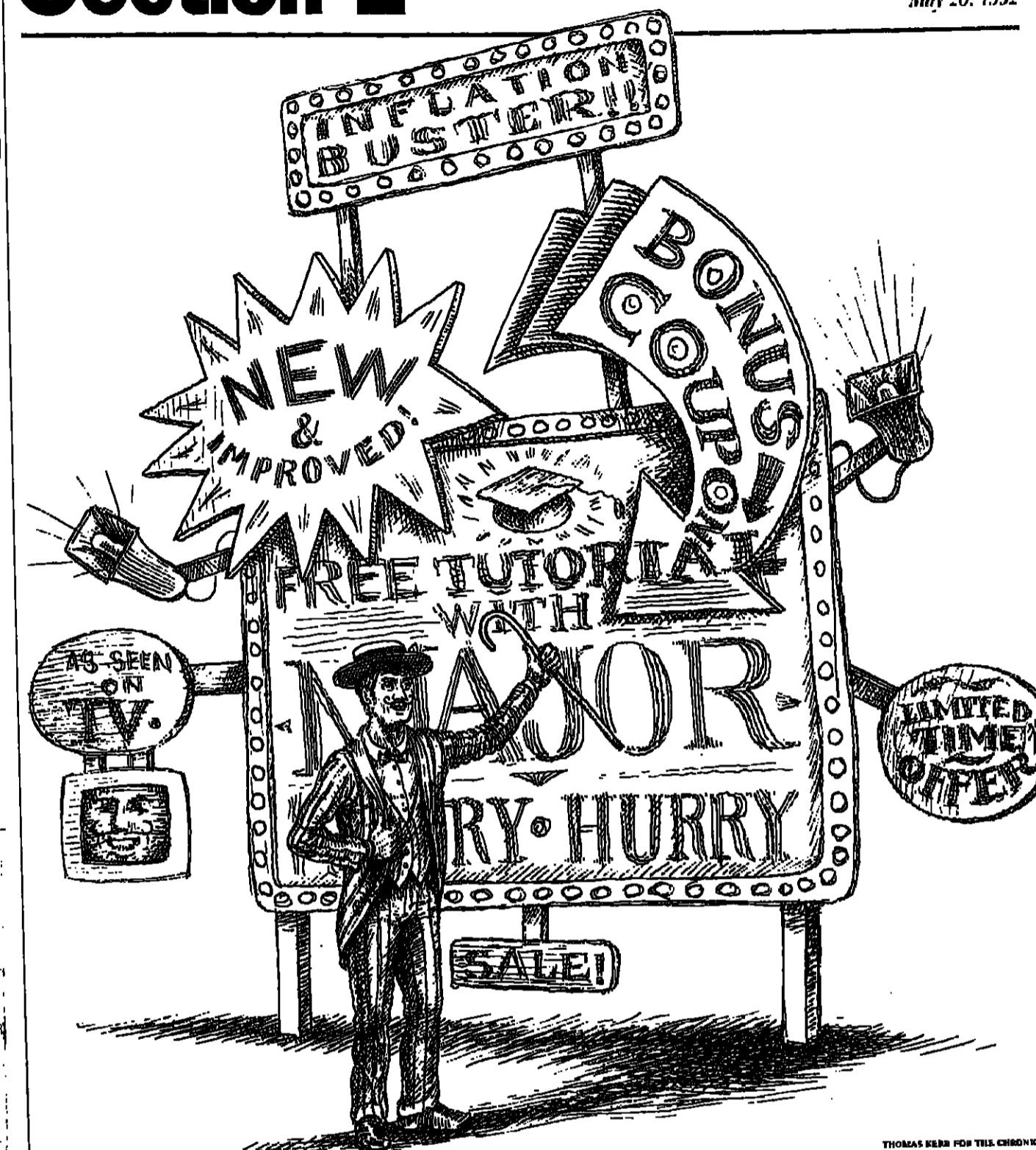
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Section 2

May 20, 1992



THOMAS KEES FOR THE CHRONICLE

The Growing Hucksterism of College Admissions

By Richard Chait

OVER THE PAST 20 YEARS, college admissions have shifted from essentially a selection function to a marketing function. For those who believe that the battle for student bodies has become as commercialized and as intense as it can get, remember the words of P. T. Barnum's circus Barker: "Mister, you ain't seen nothin' yet." In the next several years, I predict that market conditions will radically alter the landscape and ground rules of college admissions.

First, however, let's take a snapshot of present conditions. The competitive spiral has spawned four-color brochures, videotapes, telethons, billboards, and bumper stickers, all now routine recruitment tactics at numerous institutions, both private and public. Admissions officers, presum-

ably of necessity, spare no expense. One Midwestern liberal-arts college last year spent almost \$700 just on informational materials for each student who enrolled. Another liberal-arts college recently paid approximately \$100,000 for full-page advertisements in regional editions of *Time* and *Sports Illustrated*. And, in 1989, an undergraduate college in the East made an average of 56 contacts per new enrolled student, from the time of the student's initial inquiry to the moment of admission. This cost nearly \$2,800 per student, exclusive of financial aid.

If college recruitment now resembles the marketing tactics of department stores, the world of student financial aid on many

campuses appears to be almost indistinguishable from the automotive showroom. Few customers pay the sticker price for college anymore, and institutions offer a dizzying array of discounts, rebates, low- and no-interest loans, and even tuition markdowns for siblings and twins.

According to the Council for Advancement and Support of Education, liberal-arts colleges in 1987-88 spent, on average, \$3,426 per student of their own money in providing financial aid to 61 per cent of the people they enroll.

The total amount of financial aid that institutions provide annually from their own coffers has increased 98 per cent since 1970-71. Private colleges in 1990-91 supplied their undergraduates with nearly \$3-billion in student aid. Even more astonishing-

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The Growth of Hucksterism in College Admissions

Continued From Preceding Page

ing, the total dollars going into merit scholarships—that is, aid not based on need—have increased 1,438 per cent over the past 20 years at private colleges. In other words, some colleges are purchasing academically gifted students, and many others are enticing ordinary applicants with steep discounts.

FINANCIAL INDULGEMENTS will not be easily discontinued now that students and parents have become accustomed to them. It is not easy to wean consumers from discounts; just recall Detroit's unsuccessful effort to abandon rebates. It is not clear where, when, how, or if these trends will decelerate, let alone reverse themselves, even though colleges would welcome that, since it would lower their costs and diminish the growing hucksterism around student recruitment. Between now and 1996 the number of 18- to 24-year-olds will drop by about 9 per cent. This portends still more rapacious competition and still more aggressive recruitment tactics, especially, although not exclusively, among the 1,532 private four-year colleges, which enroll slightly more than 20 per cent of all undergraduates. That's a lot of colleges chasing relatively few students. And even if the Department of Education's latest projection of a 13-per-cent enrollment increase between now and 2002 proves correct, the number of high-school graduates will not surpass 1988 levels until 1997. Thus the marketing mania is likely to get worse before it gets better.

Three different scenarios illustrate the logical (or illogical) extension of current trends. These scenarios will strike some as improbable and far-fetched. However, I ask the skeptics: How many among us would have predicted 10 years ago that by 1992 many universities would be bypassing traditional peer-review procedures to obtain federal "pork barrel" grants for research facilities—to the tune of nearly \$685-million? I cite this example only to illustrate that "sacred" academic principles are sometimes sacrificed on the altar of economic pragmatism.

Scenario No. 1 evokes tour consolidators, the entrepreneurs who purchase blocks of airline tickets at wholesale prices and resell them at steep discounts to travelers with flexible schedules and a desire for low-cost air transportation. The system benefits the airlines, whose seats would otherwise go unsold, the consolidators who reap a service fee, and the passengers who fly at fares well below retail. In a similar fashion in the future, "admissions" consolidators might purchase a block of open seats at an underenrolled college for resale to students in search of a low-cost higher education. Unthinkable? Several small companies already provide a similar service by recruiting foreign nationals as undergraduates for American colleges with empty seats.

SINCE PRESTIGIOUS, selective colleges have no vacant spots to sell, let's consider a variant. What if a resourceful lawyer or talent agency offered to negotiate, on behalf of students already admitted to a particular college, a special tuition rate or some other set of privileges and opportunities? By running advertisements promising "huge savings" in student newspapers or local newspapers, a broker might easily attract a clientele.

At this point, it's fair to ask, Why would any selective college capitulate to what

many surely would regard as highway robbery?

Well, let's up the ante. Assume that these students, represented by an agent, shared one important characteristic—that, for example all were Merit Scholars or African Americans or valedictorians or athletes. Even so, it's still safe to assume that nearly every college would refuse to negotiate.

But what if just one did? Let's say a



"How about a sale . . . for some under-enrolled departments? Buy one course in anthropology, get another one free."

college just outside the top tier. And what if just one more followed suit? Could others, which were just as eager to recruit these very students, afford to remain on the sidelines? This is a problem that airlines, supermarkets, electronics stores, and other vendors face all the time. Should they match the competition? Should they guarantee that they will "meet or beat" the lowest advertised price?

Is this scenario preposterous? Well, a few colleges and universities already negotiate financial-aid packages with students based not on their family's needs but on the offers they have already received from other institutions. I know of one well-regarded liberal-arts college, for example, that lost six students who already had paid deposits for last fall. They went elsewhere after two other institutions that also had accepted these students contacted them in mid-summer to present enhanced financial-aid packages, a practice once considered taboo. The new packages exceeded their own initial offers and those of the institutions where the students originally planned to enroll. If some colleges are prepared to negotiate individually with admitted students, based on competitive offers rather than established need, might not some be prepared to negotiate collectively with an agent on behalf of a group of students?

Scenario No. 2 evokes the automobile industry, which now claims to be paying much more attention to quality. Among the most intently watched barometers of quality in the automotive sector are the customer-satisfaction surveys conducted by J. D. Power Associates. Using fees paid by the

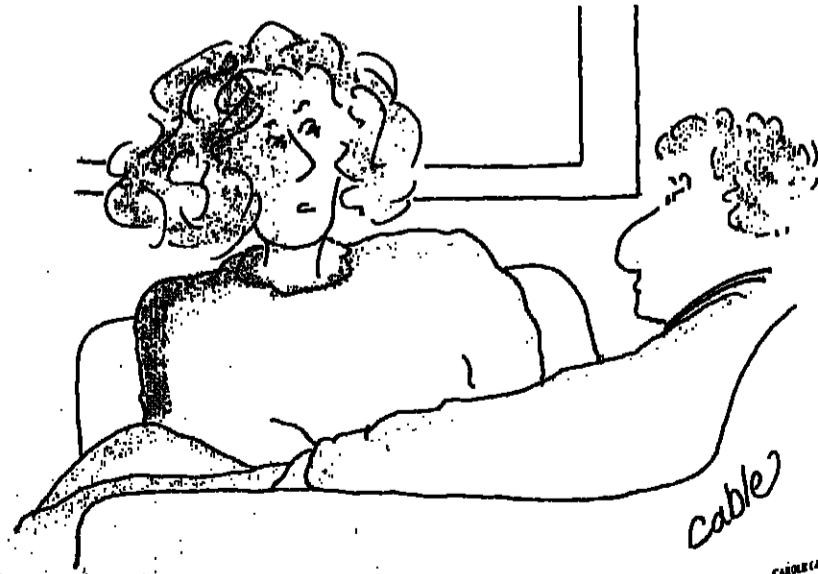
manufacturers, J. D. Power polls new car owners, provides each company with the results for its product lines, and releases a list of the top 10 models in various categories of customer satisfaction. The manufacturers frequently quote the surveys' results in their promotional campaigns, so they must believe that the data have a persuasive effect on potential buyers.

HIGHER EDUCATION is a big-ticket item like automobiles. The outlay for one year at a pre-eminent private college rivals the cost of some luxury cars, and, because of the rapid rate of tuition increases at public institutions, the annual costs at a state university now approach the price of an economy model. Small wonder, then, that a cottage industry of producing quality surveys of colleges has blossomed, including those published by *U.S. News & World Report*, *Business Week*, and *Money* magazine. There is one key difference, however: None of these surveys measures customer satisfaction. (Although the *U.S. News* survey has a column so labeled, in fact, the magazine uses graduation rates as a proxy for student satisfaction.)

Just imagine if J. D. Power or some other outfit, like Peterson's or Barron's, decided to gather customer-satisfaction data from graduates of the 50 or 100 most expensive or most popular institutions. What if someone actually tried to determine whether students were satisfied and whether they and their parents thought the benefits were worth the expense?

As the costs of a college education escalate and as institutions strive to be client-centered, I wonder whether such a poll can be far behind. If I am right and such a survey appears, what college would not want to be among the top 10? What president and dean of admissions would not pay J. D. Power for the data? I imagine that some institutions at or near the bottom of the list would lavish still more services and amenities on students to try to move up a few notches and thereby present a stronger case to prospective students. Would others not have to follow suit? With little effort, one can imagine customer-service agents, sporting blazers in the school colors, positioned all around the campus ready to remedy problems ranging from soft mattresses to surly bursars.

Scenario No. 3 is simple enough: sales. Retailers have sales all the time to move slow merchandise, to generate cash, and to gain market share, among other reasons. Colleges might have sales too and for simi-



"The graduate students thought it multiculturally significant that you added cilantro to the union dip."

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lar reasons—for example, a "spring semester only" sale on tuition to generate enrollments to offset attrition at the end of the fall term. In a similar vein, some universities already offer weaker applicants admission during the summer when spaces are plentiful, but not in the fall when introductory courses are overcrowded.

How about a liberal-arts sale to stimulate the market for some under-enrolled departments? Buy one course in anthropology, get another one free. Some institutions already charge higher tuition and fees for certain courses of study, supposedly because of higher costs, although one suspects that the popularity of the program, also plays a role in the pricing decision.

Make no mistake: The price wars already are under way. Right now, the battles are waged with the weapons of grants, loans, scholarships, and work-study jobs. Why not add sales to the arsenal? No, we will probably never have admissions officers atop ladders at the campus gates changing the prices on large display boards, as gas station attendants do, but the price of a course, a semester, or a degree may become more and more a function of supply and demand.

EVEN IF THESE and similar scenarios come to pass, the well-situated colleges are likely to outlast the upstarts, weather the discounts of the desperate, and withstand the frills of the fragile. However, as more and more colleges succumb to market pressures to maintain enrollments, they probably will continue to ape and even outdo the commercial sector. As this happens, more students and parents will expect and invent market-like exchanges such as those I've delineated.

Most academics, I suspect, see such developments as unseemly, but whose interests does their revulsion really serve? As far as I can tell, academics, like other consumers, rejoice at the onset of a gas war or triple mileage for frequent flyers or double coupons at the supermarket. We relish a bargain, we welcome price competition. Why should students and their parents be expected to behave differently when it comes to a college education?

If various new gambits are used to lower the student consumer's cost (or at least slow the rate of increase) and thereby broaden access to a college education, should academics complain? Maybe we should embrace the trend toward a market-driven academy rather than yearn for the comforts of a casual cartel.

Richard Chait is professor of higher education at the University of Maryland at College Park.

OPINION



PHOTO BY PAUL HORTON, CONNECTICUT COLLEGE

The Cold War Is Over Between the Generations

By Claire L. Gaudiani

I RECENTLY WITNESSED A SCENE unimaginable 20 years ago. At a parents'-weekend ball at Connecticut College, after "Jumpin' Jack Flash" ended and "Angel of Harlem" began, the whole room responded: 400 parents and students danced the same dances, anticipated words and beat. College students and their parents danced enthusiastically to mutual favorites: music by the Rolling Stones, Roy Orbison, and the Eagles as well as Hammer and U2. During the breaks, we all talked about sports and the end of the cold war.

As someone who attended Connecticut College in the 1960's and watches students "up close" as a parent and a college president, I believe young adults and their parents never have had so much in common. Maybe the cold war is over between the generations, too. It seems an ideal time for colleges and universities to take advantage of improved relations by negotiating a new post-cold-war entente and inviting parents to participate in campus life much more than they have since the early 1960's. A new relationship among colleges, students, and their parents can benefit all three groups.

Twenty-five years ago my parents and I lived in the famous generation gap, divided by politics, music, and attitudes about life. The Vietnam War set young people against their parents: We wanted peace, they seemed to want war. They hated our music and we hated theirs; we danced differently,

ate differently, dressed differently. The generations clashed over drugs, sex, and women's liberation, not to mention environmental issues and civil rights.

Now, with some parents going back to college to finish degrees or change careers, we share much more with our children than our parents shared with us. We appreciate our offspring's sensible responses to seminars on alcohol abuse, drug awareness, date rape, and safe sex. Both parents and children are interested in protecting the environment and agree that women and members of minority groups should have a fair shot at education, jobs, and professions. Nearly 60 per cent of the freshmen at Connecticut College rank parents and family members as the people they most admire (teachers are in second place; friends, third).

This narrowing of the generation gap has broad implications for colleges and universities.

WHEN I left home in 1962, Connecticut College acted in *loco parentis*, literally in place of the parent. Campus rules were strict, just like those at home. I had to be in by a certain hour, could not have boys in my room, had to wear a skirt to dinner. My parents expect-

ed the college to monitor each step of my progress toward independence, just as they had tried to do when I was home.

After I graduated in 1966, the pendulum began to swing the other way. If young people could be sent to Vietnam to die for their country, it was said, they also should be able to vote and buy a beer. In the early 70's, many states lowered the drinking age; 18-year-olds got the right to vote. On college campuses, *in loco parentis* became *shut parentibus*—without parents. Dorm supervisors disappeared, along with their sign-out sheets, and dorms became coed. Gone also were class-attendance records, required course work, and, on some campuses, even grades.

In 1974, the federal Family Educational Rights and Privacy Act, known as the Buckley Amendment, made it more difficult for colleges to share students' records with their parents (even though the original intent of the law was to keep businesses and other third parties from gaining access to personal information about students). By the end of the 70's, neither parents nor college administrators were able to offer much direction to students, personally or academically, and chaos, under the guise of "freedom," reigned in the lives of many college kids.

The mid-80's brought a natural correction. States gradually raised the drinking age back to 21, since statistics on fatal automobile accidents suggested that pulling a beer-can tab might be more dangerous than pulling the pin in a hand grenade. Drug busts became more frequent.

More colleges, including mine, began increasing students' involvement in campus governance and recognizing them as responsible partners in shaping the community's life. At Connecticut College, students began serving on search committees and on the Priorities, Planning and Budget Committee, which oversees our strategic planning. Student coordinators manage volunteer programs for the city of New London. The Alcohol Policy Committee, composed of faculty, students, and staff members, makes policies governing alcohol use on campus (in line with Connecticut's state laws). As the 90's dawned and the offspring of the children of the 60's began arriving at college, the culture of narcissism seemed to be dying out, and student volunteerism increased.

NOW SOME UNIVERSITIES think they can keep the "correction" going by rerunning the 50's. For example, Boston University has reinvented *in loco parentis* by dusting off strict dormitory rules, imposing quiet hours, and regulating when men and women can visit each other's dormitory rooms. Under pressure, many colleges have reimposed a policy of

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LETTERS TO THE EDITOR

The Charges of Hypocrisy Against the Academic Left

TO THE EDITOR:

I am deeply offended by the accusation of hypocrisy made by Steven Watts in "Academe's Leftists Are Something of a Fraud" (Point of View, April 29). His claim that we "left-wing" academics have no real connection with the causes we espouse, and no practical impact on creating solutions to these problems, is mere willful blindness. His analysis of poststructuralism and the people who teach it is not only "crudely put"; it is crudely understood.

First, Watts ignores the fact that a great many of us involved with post-structuralist criticism also have lives outside our offices and classrooms. When we are not teaching and writing, we are working with political and activist groups on a federal, state, local, and campus level. We advise student organizations, march in demonstrations, testify before legislative committees, and donate our time and services to community-support centers. I taught for six years in the poorest county in Indiana; my commitment to progressive politics arises from my knowledge and experience of social deprivation, not from my distance from it. As a gay man, my work with national and local gay-rights and AIDS-action groups is not part of a rarefied theory; it is a fight for my life, and for the life of my community.

Second, and more importantly, how can Watts, as a teacher, ignore the fact that teaching is a form of political action? A few academic writers may spend all their time writing and going to conferences; most of us put in our hours with students. My students are going out into the world as future leaders in politics, business, law, medicine, and the arts. It is one of my primary responsibilities as a teacher to make sure they have an

understanding of the power dynamics of the world they are going to inhabit, and a sensitivity to social and cultural difference. Deconstructing *Moby Dick* can't change the world, but the student who learns to think deconstructively can. If social injustice is going to be relieved, the process must start on college campuses with the education of our brightest young people. That is why I teach.

Are all of the members of the so-called "linguistic left" saints? Hardly. But to accuse postmodern scholarship of being all talk and no action is a critique substantially more shallow than that which Watts attributes to the left. Watts acknowledges that there are problems to be addressed in society. What has the political right done to solve them?

SAM ANEL
Assistant Professor of Drama
Dartmouth College
Hanover, N.H.

TO THE EDITOR:

To judge from pronouncements made against us, we deconstructionists are a slippery lot, difficult to place on the political spectrum. First we have a "Nazi connection" ("Devastating Developments Are Hastening the Demise of Deconstruction in Academe," Opinion, November 28, 1990), and now we find that our poststructuralist activities form a hotbed of leftist intrigue. My, but we do get around.

Commentators with these various views seem unified, however, in their inability to say anything sensible about deconstruction. Steven Watts tells us that the essence of poststructuralism is that "words can never be trusted to mean what they seem to mean." Seem to whom to mean? Can anyone believe that any textual language holds forth an authoritative,

univocal meaning on which all readers must agree? The very language here covertly begs the question by postulating a sort of "standard" reader, such that what words "seem to mean" to that reader must be what they "seem to mean" for all. Try reading *Finnegans Wake* with that attitude toward language.

As for the unappealing nature of poststructuralism for foreclosed-upon small farmers and unemployed steelworkers, let me ask this: What kind of literary criticism ever did inspire joy in the general populace? The Old New Criticism? The myth criticism of Northrop Frye? Such of Watts's own favorites as the "cultural criticism" of Lionel Trilling? Since when did any form of critical commentary make itself the common parlance and everyday concern of steelworkers and farmers? Not that poststructuralism couldn't tell them a thing or two about the power-based linguistic swindles that contribute to their difficulties.

Poststructuralism, Watts tells us, has become "elitist" in its "arcane and esoteric jargon," and as examples of this incomprehensible gabble that "befuddles most intellectuals, let alone ordinary citizens," he offers up such terms as "signifier." Are we to believe that there are, say, English professors unfamiliar with signifiers? Such people would be simply incompetent. Admittedly, poststructuralism, like any specialized field, has its vocabulary; not everyone could be expected to be comfortable with terms like "aporia" or "parergon."

But then are the fields of biology and chemistry "elitist" because they operate with an uncommon vocabulary? Watts's argument, with its single out of poststructuralism to place alongside the imagery of the embattled worker, is curious in the

BUT THEN AGAIN, WITHOUT BLISSFUL FORGETFULNESS, WHERE WOULD WE BE

THE CHRONICLE OF HIGHER EDUCATION

extreme. One wants to say shabby, even.

I for one am not a "leftist" any more than I am a Nazi. While I do not deny the applicability of poststructuralist insights to sociopolitical life, I do not go about holding forth to steelworkers the promise of salvation through deconstruction. I am simply a certain kind of reader, operating with a view of language as explosively plural and unstable. If that instability, as claimed in the extremes of discourse theory, extends to the world-as-text generally, then which is better: to explore the notion or to ignore it?

DONALD R. BURLESON
Professor of Mathematics (and English)
Rivier College
Nashua, N.H.

TO THE EDITOR:

Steven Watts's "Academe's Leftists Are Something of a Fraud" is not calculated to engender rational responses: His sketch is too broadly and quickly painted to judge whether its misrepresentations are born of ignorance or brevity. The timing of this assault as well as its critical placement in *The Chronicle's* "Point of View" column are also curious since the attack so clearly betrays a political bias aimed at a movement whose prime moments were over a decade ago. The second oddity may be understood by Professor Watts's retrospective bias in that he wishes the critical clock were rolled back 50 years to the age of Lionel Trilling. The first bias, however, is totally at odds with both the mission and previous editorial policy of *The Chronicle*.

While every large movement must have much to answer for—especially in its third- and fourth-hand practitioners—both Derrida and Foucault have contributed some of the most informed, scholarly, interesting, and provocative theories to the study of language and culture. Further, these theories have not, especially in Foucault's case, been without political and historical consciousness (as Watts seems to imply). They have become one of the resources for political intervention by feminists, gays, people of color, and the colonized. While these social movements may have—in part—arisen through theory, they have often ended in action. Holding such views—as *The Chronicle* and Professor Watts demonstrate—is not a way to find "a kinder, gentler academe" but rather a way to generate, perhaps perennially, the critical discourse that the article at once engages in and unfairly excoriates.

DANIEL D. FINEMAN
Professor of English
and Comparative Literary Studies
Occidental College
Los Angeles

Claire L. Gaudlani is president of Connecticut College.

TO THE EDITOR:
Reading Steven Watts's article

was an amazing experience for me as a graduate student in the history department here at the University of Rochester. Whatever the so-called virtues of history and the sins of linguistics, much of what Professor Watts says about the political quism of linguistic leftists could just as easily be applied to historians. Intellectual gamesmanship, an exclusive concern with "reputation, promotion, and publication," and the way in which "larger claims of political revolution appear hypocritical, given that the strident political criticism of the dominant culture is coming from an enclave safely inside it," all pretty well summarize the reasons for dismay with my own discipline. I would add, dismay not just at historians' indifference to political practice outside the university, but their increasing refusal to avail themselves of public speech within it.

Historians aren't committed to creating a political practice for themselves any more than are linguists or literary theorists. Far more accurate than Professor Watts's conclusion is that of Linda Gordon in *The Chronicle's* recent article on the uses of discourse theory in history ("Debate Among Historians Signals Waning Influence of 'Discourse Theory' Outside Literary Studies," April 22). While we debate these issues, she said, we must keep in mind that all academic professionals have become politically irrelevant. Like linguists and literary theorists, professional historians have their own rationalizations that make them feel they have critical political embodiment even though they don't. Once, when bringing the above arguments to bear on one of my professors, he offered as a salve the same argument that Professor Watts makes: At least self-educated people outside the discipline can read and understand history, while few even within the university can fathom linguistic or literary theory. I don't find that reasonable compensation for graduate students being educated to political quietism by their betters. In other words, we should simply hope that someone out there will do with our texts what we

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

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are too depoliticized and bureaucratically domesticated to do with them ourselves, here in the university?

LAURA GRAHAM
Graduate Student of History
University of Rochester
Rochester, N.Y.

Academic group rejects conservative label

TO THE EDITOR: In your article "2 New Groups to Organize the Academic Left Against Conservative Scholars and the NEH" (April 23), your correspondent describes the University Centers for Rational Alternatives as a "conservative academics' group." This is an utterly spurious classification for an association founded in 1968 by the late Sidney Hook, a disciple of John Dewey and a noted Marxist scholar, who was assisted by a circle of concerned friends that included the then-professors, later Senators, Samuel I. Hayakawa and Daniel P. Moynihan, as well as Zbigniew Brzezinski and Henry Kissinger, Paul Kurtz and Milton Friedman, and Paul Seabury and Paul Oskar Kristeller.

The non-partisan tradition continues now, 25 years later, with such scholars and educational leaders as Oscar Handlin, Daniel J. Boorstin, John Searle, Clark Kerr, and Albert Shanker supportive of UCRA's work. Defenders of academic freedom are as needed today as they were during the turmoil of the 60's. . . . Our criticisms are in behalf of that academic freedom and integrity and sometimes may even be directed against those who display a democratic or liberal label.

Such criticism, however, does not automatically imply that the critic is undemocratic or illiberal or any other opposite of what is criticized. (For example, it was the SDS—Students for a Democratic Society—of the 60's and beyond that was undemocratic in the usual sense of that word.) The critic may act simply as a watchdog against transgression rather than as a political partisan. This is what UCRA has been doing over the years. Indeed it does not enjoy the support of what are considered "conservative" foundations. Reporters should put aside labeling aside. They should, instead, convey information and let the readers decide the nomenclature.

MIRO M. TODOROVICH
Executive Secretary
University Centers for Rational Alternatives, Inc.
Professor Emeritus of Physics
Brooklyn Community College
City University of New York
New York City

The hopes and failures of reauthorization

TO THE EDITOR:

The article "College Officials Say Politics and Budgetary Constraints Have Doomed Reauthorization Bill's Promise of Reform" (April 22) helpfully points out the problems that have occurred during the current Higher Education Act reauthorization. The expectations for this reauthorization—expectations that were raised by the political leaders and analysts who actually fashion federal financial-assistance policy—far exceeded the actual content of the House and Senate bills.

The reauthorization of high expectations and only modest delivery underscores the problem that the federal government has in developing and setting long-term policy for higher education. The fact that the federal government has no policy blueprint for federal financial-aid policy has as

much to do with the "lackluster" nature of this reauthorization as the heavy lobbying that has taken place against certain proposed major reforms.

Developing comprehensive solutions to the problems facing the current financing system is not an easy task. Questions regarding the affordability of higher education are frequently confused with programmatic interests that shift the focus away from the needs of students, families, institutions, and society over all, and more toward the needs of the programs' administrators. This shift in emphasis relates largely to the limited time frame (less than 18 months) in which policy choices are actually made, and the pressures placed on members of Congress and their staffs to work within the parameters of current programs.

If some fundamental goals for federal policy could be designed, methods for achieving those goals—programs and policies—could more appropriately be considered and debated. However, without such a framework, discussions surrounding new policies frequently succumb to the budgetary and lobbying pres-

sures that are discussed in your article.

There is an effort under way to circumvent these pressures and seek new ways of addressing national needs for long-term policy related to paying for college. The National Commission on Responsibilities for Financing Postsecondary Education, which first began its deliberations in February of 1991, is an independent agency of the federal government that was originally authorized during the 1986 Higher Education Act reauthorization. Its two-year mission is to develop recommendations for long-term restructuring of the current system that finances postsecondary education. . . .

The commission's nine members represent a broad spectrum of professional backgrounds and educational interests. . . . Several members teach at the collegiate level. The commission's executive director is Jamie P. Merisotis, a respected analyst . . . who has written widely about financing policy in general and student assistance in particular.

The commission represents the most comprehensive effort to take a long-term, reflective view of national

MÉLANGE

Melodramatic, Belligerent, Self-Serving Hysteria; Academic Writing; Global Housekeeping; Colleges' Duty to Students; a Requiem for Marx

FOR A RENEWED ETHIC of professionalism to work, academics must relinquish the delights of a certain behavior. . . . As I recognize how sharply I dislike this behavior, I realize that I have been a dean too long and have experienced too much of it—in every division and discipline, about any issue, be it multiculturalism or office space. This behavior sports a melodramatic, belligerent, self-serving hysteria, in which a person claims . . . that the gravest of principles are at stake and that this heroic martyr is willing to defend them valiantly against the lowest of slimes, hypocrites, and creeps.

The heroic martyr has no self-interest at stake, only morality and justice. In such discourse, the University of Pennsylvania is the equivalent of the University of Peking under the Red Guardship; the American Mind has closed as tightly as a rattrap; or, more parochially, a new department chair is the Fifth Horseman of the Apocalypse.

I have so tamed my Utopianism that I no longer believe that educators will be more reliably good than any other human group; but this fearful, infantile, and paranoid bad-mouthing greedily eats away at our mutual trust.

—Catharine Stimpson, dean of the graduate school and vice-provost for graduate education at Rutgers University, in a speech at the annual meeting of the American Association for Higher Education

MAYBE I SHOULD TELL YOU that there is another reason why academics have such a hard time getting their articles published on the Op-Ed page, even over long Christmas weekends. . . .

Academic writing stinks. I'm sorry. I know it doesn't stink to fellow academics. I'd even be willing to admit that, in a parallel reality, it qualifies as great. Personally, I think Ludwig Wittgenstein was a literary genius. But the fact is that most newspaper editors would rather be stranded on a desert island with nothing but a list of the active ingredients in Sinutab

to read than so much as glance at another piece of academic prose. Perhaps it's that academics don't realize that those little bits of incomprehensible jargon that keep turning up in their work are kind of creepy. "The gaze," "embeddedness" and "discontinuities of discourse" are words and phrases that, like clammy-handed zombies, drag an editor into a swamp of meaningless.

—Kathleen Quinn, a former editor on *The New York Times* op-ed page, in the April/May issue of *Lingua Franca*

THE CRISIS in waste generation and disposal can be captured in succinct housekeeping terms. We are in this mess because men have never learned to clean up after themselves. Building nuclear power plants without provision for nuclear waste disposal is like building a house without a bathroom. If this housekeeping view of pollution has truth to it, then we must insure that the enormous global activity of women to preserve life on earth does not reduce to global housekeeping after men, their governments and companies, who do not know and do not want to know how to clean up after themselves.

—H. Patricia Hynes, founding director of the Institute on Women and Technology at the Massachusetts Institute of Technology, in a speech at the College of Wooster

DESPITE colleges' true concern for students' development and the quality of student life, when colleges are asked to assume some accountability for their efforts in courts of law, our lawyers exclaim: "We have no legal duty to our students, except to provide them with an education. . . ."

Most disturbing to me is that in cases raising issues of students' safety and well-being, we have fought against being held accountable even for campus security or for enforcing a standard of civility on campus. We have demonstrated to courts that we

do, in fact, make significant efforts in those areas. But when we fall short, we do not argue that we did our best or, in legal terms, that we "exercised reasonable care" in enforcing policies and in monitoring the behavior of fraternities, other student organizations, individual students, or outsiders on campus. Rather, when injury occurs, we argue, "We have no duty to our students in such matters!" We claim that our relationship with our students is "educational, not custodial."

Although it has been my job to articulate such arguments to courts, I now have the luxury of professorial reflection upon the inherent validity and fairness of this notion of "no duty," and I find it wanting. I believe that fundamental legal doctrine supports the idea that, although our relationship with our students is not pervasively custodial, it is certainly more than just educational. However we characterize our legal relationship with our students, basic notions of tort law support the idea that we are accountable for our conduct where it is a legal cause of injury to students.

—Robert D. Bickel, professor of law at Stetson University, in a speech at the National Conference on Law and Higher Education

FOR THE SUFFERING of Karl Marx the exile, we can feel compassion; for his elaborate theoretical system, benign doubt and perhaps selective approval; for the abominable practices instituted in his name, loathing. A requiem for Marx cannot ignore the inequities of his offspring—prophets and messiahs must share the blame for the excesses of their followers—but the banner that he unfurled need not be interred with his bones. Even a skeptical utopian like myself can still believe in the worth of the guiding principle: from each according to his abilities, to each according to his needs.

—Frank E. Manuel, university professor emeritus at Brandeis University, in the spring issue of *Daedalus*

Hope for academe's 'lost generation'

TO THE EDITOR:

Scott Heller's story in the April 15 *Chronicle* ("A 'Lost Generation' Scholar of American Poetry Ends His Long Odyssey for a Place in Academe") about Edward Brunner's success in securing a full-time teaching post at Southern Illinois University is inspiring. Until I read Scott Heller's article, I was under the impression, believe it or not, that I was one of a small number of Ph.D.'s who finished their degrees in the humanities in the 1960's or early 1970's who have never found full-time academic posts. Apparently there are hundreds, possibly thousands, of members of academe's "lost generation."

Thanks to Scott Heller's story about Dr. Brunner's success, I am encouraged and emotionally strengthened and will continue my search for a full-time position in the academic community.

S. ROBERT POWELL
Adjunct Instructor of Humanities
Pennsylvania State University
Worthington Scranton Campus
Dunmore, Pa.

LESLIE KOLTAI
Professor of Higher Education
Administration
University of California at Los Angeles
Los Angeles

THE ARTS

A Drawing by Michelangelo; a Choir Festival in St. Petersburg

By Zoë Ingalls

MICHELANGELO BUONARROTI, the great Italian Renaissance artist, was "mean" when it came to drawing paper, often covering both front and back with multiple images to save buying more, says John K. G. Shearman, a professor of fine arts at Harvard University.

His stinginess has worked to Harvard's advantage, as it turns out. Conservators recently removed the backing from a Michelangelo drawing in the university's collection and discovered an unknown drawing by the artist on the back.

The drawing is a design for a sarcophagus for the tomb of Giuliano and Lorenzo de' Medici in Florence's Church of San Lorenzo.

The discovery is significant to scholars for two reasons. It "allows us to suggest a date for the drawing on the front—about 1523 or '24—which we didn't know," says Mr. Shearman. Also, he adds, it provides a record of a previously undocumented stage in the design of the tomb that, along with the better-known "David" and "Pietà" is one of Michelangelo's greatest sculptural works.

The newly discovered drawing is displayed for the first time, with three other Michelangelo drawings, in an exhibition that runs through May 24 at Harvard's Fogg Museum of Art.

Entitled simply "Michelangelo," the exhibition also includes 19th-century plaster casts of three major sculptures, "Night" and "Day" from the Medici tomb and



Conservators recently removed the backing from a Michelangelo drawing (left) and discovered the artist's design for a sarcophagus (right).

"The Dying Slave"; drawings by Michelangelo's followers; early biographies of the artist; an Italian Bible from 1490 containing woodcuts that Michelangelo consulted in planning the paintings for the Sistine Chapel; and documents in the artist's hand concerning the construction of the Medici tomb.

The exhibition was mounted in conjunction with a core-curriculum course on Michelangelo presented this semester by Mr.

Shearman and Stefan Wolohojian, a teaching fellow.

The overriding purpose of the course is to introduce students to "the acquisition of knowledge and how we use it to interpret and understand," Mr. Shearman says. The exhibition dovetails nicely with the instructors' goals, he continues, and the newly discovered drawing is a good example of the neatness of the fit.

"It shows them something about knowl-

edge that it's important for them to know—that what they take to be determined is actually provisional."

Campdown ladies sing this song, Doo-dah, doo-dah. Campdown racetrack's five miles long, Oh, doo-dah day.

STEPHEN FOSTER might seem out of place at the prestigious St. Petersburg International Choir Festival, which acts as host to Europe's finest professional choirs. You'd expect Handel, perhaps, or Bach. But for William A. Wyman, director of the Nebraska Wesleyan University choir, the choice of "Campdown Races" for his group's concert is a canny assessment of what Europeans like to hear when Americans perform.

"A foreign audience wants to hear the things that are uniquely American," he says. It's an assessment based on experience: During his 18-year stint as director, Mr. Wyman has led the choir on concert tours of Europe and the Orient.

This is the choir's first trip to Russia, and they are the first American choir and one of only a few amateur organizations invited to perform at the St. Petersburg festival. The choir of Luther College gave an impromptu performance last year.

In all, six choirs will perform at the concert this week. Each will be featured for one day of the festival, and then, on the last day, all six will sing together the "Missa Oecumenica," by Alexander Gretschagin. The performance will be televised throughout the former Soviet Union.

The Nebraska Wesleyan University choir will sing other American music in addition to "Campdown Races," ranging from "Swing Low, Sweet Chariot" to "Passing of Winter" by Edwin Flesinger, as well as an eclectic assortment of more classically oriented pieces, including "Exultate iusti in Domino" by Juan Gutierrez, "Quatre Motets Sur Des Themes Gregoriens" by Maurice Durufé, and "Six Chansons" by Paul Hindemith.

After leaving St. Petersburg, the choir will take the "Campdown Races" to Moscow; Vienna; and Brno, Bratislava, and Prague in Czechoslovakia.

The Last of the Pennsylvania German Potters



An exhibition of works by Jacob Medinger, the last of the Pennsylvania German potters, is on display at Ursinus College through June 28. "The Life and Works of Jacob Medinger: Pottery From the Collection of Ivan W. Hess" com-

prises redware, hollowware, incised earthenware, and pottery decorated with graffiti. Medinger, who died in 1932, used traditional techniques, but he also perfected a method of blending green and brown slip colors that was his alone.

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Applicants should have a postgraduate qualification in one of the following areas of specialization: Francophone Literature, Twentieth Century French Literature or Translation/Interpretation and be proficient in the French Language and Literature at University level. The successful candidate will be expected to teach courses in both language and literature.

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Applicants should have at least a Master's degree or preferably a Ph.D. in Music with specialization in Music Education or Ethnomusicology. Experience in teacher education or related experience will be an advantage. Preference will be given to applicants who are competent to teach at B.Ed. or Diploma level in three or more of the following areas: Theory of Music, Teaching Methods in Music, Choral Training, Organology, Music History and Appreciation with emphasis on Zimbabwe. The successful candidate will also be expected to assist in curriculum development work with teachers' colleges.

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Applicants should have at least a second degree in Mechanical Engineering, sufficient industrial experience to give them full membership of a recognized professional body and at least three years' experience in University teaching and research in the following areas: thermodynamics, process engineering and fluid mechanics.

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Post B: Applicants should have at least a post-graduate qualification at Master's or MPhil level in Health Education and a professional qualification in a health-related field. They should have at least five years' experience in health education practice, teaching, and training in developing countries.

Institute of Continuing Health Education
Appointment will be a joint one between the Institute of Continuing Health Education and the applicant's parent Department. Applicants should have a good first degree in Medicine or Basic Medical Sciences and higher qualifications in their areas of specialization. Experience in administration, Continuing Medical and Health Education will be added advantages.

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Applicants should have a Master's degree in Nursing specializing in Medical/Surgical Nursing or Maternal Child Health or Community Health Nursing. At least three years' varied clinical experience in Africa will be an added advantage. The successful candidate should be competent to teach a variety of BSc Nursing courses and supervise clinical practice.

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Department of Biological Sciences
Rangeland Ecologists: Applicants should hold a Ph.D. in an appropriate discipline or have equivalent research experience. Experience in tropical or subtropical rangelands, preferably with an emphasis on ecosystem level processes affecting ecosystem structure and functioning, will be an advantage. The successful candidate will be expected to contribute to general undergraduate teaching, post-graduate course work programmes, particularly the MSc programme in Tropical Resource Ecology and to supervise MPhil/PhD students in Plant and Soil Ecology.

Department of Geology
Post A: Hardrock Geologist. Applicants should have a higher degree with specialization in structural geology, structural petrology and/or fluid inclusion research. They should also be able to pursue an active research programme in the areas of geology relevant to Zimbabwe, preferably involving a substantial field-based component. The successful candidate will be expected to teach undergraduate geology courses, introductory geology courses to other departments, supervise higher degree students and participate in undergraduate field trips, all of which require a high level of physical fitness.

Institute of Mining Research
Post A: Economic Geologist. This post is tenable for two years. Applicants should have a good honours degree in Economic Geology and should be familiar with the petrology of layered igneous deposits. Preference will be given to candidates with experience of chrome mines in Southern Africa. The successful candidate will join a multidisciplinary research team investigating all aspects of the major chrome reserves associated with the Great Dyke.

Post B: Minerals Economist. This post is tenable for two years. Applicants must have an honours degree in Earth Science or Economics with a good grasp of Mining. They must also be proficient in computerized database management and the use of ore deposit modelling software. The successful candidate will carry out feasibility studies of mineral properties, using standard computer techniques.

Post C: Pyrometallurgist. The post is tenable for two years. Applicants should have a first degree in Metallurgy or Chemical Engineering. Membership of an appropriate professional institution would be an advantage. The successful candidate will undertake research in chromium and ferrous pyrometallurgy with special reference to stainless steels.

Department of Political and Administrative Studies
Post A: Applicants should have at least a Master's degree in Political Science, preferably with specialization in Political Theory and/or qualifications in international Law/International Economic Relations. The successful candidate will teach International Relations at post-graduate level as well as supervise dissertations.

Post B: Applicants must be holders of LLB Degree. The successful candidate will teach Constitutional and Administrative Law to undergraduate students.

RESEARCH FELLOWSHIP/SENIOR RESEARCH FELLOWSHIP

Department of Pharmacy
The post is tenable for three years. The research project will be carried out in a Municipal Health Department. Applicants must be qualified pharmacists with experience in running public sector pharmaceutical services. The successful candidate will be responsible for procuring, proper storage and distribution of pharmaceutical products and medical equipment, identifying and designing research projects aimed at solving pharmaceutical supply and distribution problems. He/she will also be involved in guiding pharmacy students in carrying out practice-based projects.

CONDITIONS OF SERVICE
Both permanent and short-term contracts are offered. Persons who are not Zimbabwean citizens may be appointed only on a short-term contract basis for an initial period of two years. Short-term contracts may be extended. Six copies of applications giving full personal particulars which should include full name, place, and date of birth, qualifications, employment and experience, present salary, date of availability, telephone number and names and addresses of three referees should be addressed to:

Director, Appointments & Personnel
University of Zimbabwe
P. O. Box MP 167
Harare
HARARE (263) 4732628

Overseas applicants may obtain application forms by writing to Ms. Anita Johnson, Programme Development Officer, Division of Education, The African American Institute, 833 United Nations Plaza, New York 10017.

UNITED STATES OF AMERICA.

SALARY SCALE

Engineering (Including Professional Supplement)

Lecturer 2843,416-2557,276

Senior Lecturer 2558,228-2363,130

Associate Professor 2559,208-2363,136

Professor 2570,020-2373,992

Non-Medical

Lecturer 2340,056-2553,916

Senior Lecturer 2555,368-2559,766

Associate Professor 2562,748-2365,976

Professor 2566,660-2370,632

Medicine/Veterinary (Including Professional Supplement)

Lecturer 2546,716-2360,576

Senior Lecturer 2542,028-2366,420

Associate Professor 2549,408-2372,636

Professor 2573,328-2377,932

Research Fellow

Grade II 2324,324-2327,924

Grade I 2328,896-2332,484

Senior Research Fellow 2336,636-2342,420

The closing date for applications is 10 June 1992.

LECTURER (THEATRICAL PROPERTY MAKING)

This post requires advanced skills and experience in props design and construction. The postholder will be required to teach and develop curriculum for Diploma, Advanced Diploma and Degree level courses within a well-equipped institution devoted to professional training. Responsibilities include the ordering of materials and equipment and area budgeting, serving on faculty committees, planning and teaching some interdisciplinary courses, and developing student internship liaison with the Hong Kong arts community.

Applicants for the post should have the following:

- Significant professional experience in theatre/opera. Film/TV experience is an advantage.

- Ability to do both classroom and workshop based teaching.

Preference will be given to candidates with the following:

- Experience in large scale props, sculpture, animatronic/mechanical props. Experience with welding is an advantage. Ability to teach elementary scenic construction. Computer literacy.

- Tertiary level qualifications and teaching experience.

Starting date 17th August 1992.

CONDITIONS

Salary scale is from HK\$20,320 to HK\$25,565 per month (Subject to review). Starting salary according to experience and qualifications. Generous fringe benefits include provision of accommodation, medical and dental benefits, children educational allowances and vacation leave.

Appointment to the above post will normally be on an agreement from two to four years duration inclusive of leave. A gratuity equal to 25% of the basic salary earned during the period of the agreement will be paid upon satisfactory completion of the agreement. The standard rate of income tax in Hong Kong is currently 15%. (The exchange rate is about HK\$7.8 to US\$1)

APPLICATION

Details of the post and application forms can be obtained from:

Head of Administration and Personnel

The Hong Kong Academy for Performing Arts

GPO Box 12288, Hong Kong

or by FAX (852) 802 4372, TEL (852) 584 1568

Closing date for application is 12th June 1992.

UNIVERSITY OF UTAH

COLLEGE OF NURSING

Tenure track faculty position available in NLN accredited College of Nursing offering B.S., M.S., and Ph.D. programs. Successful candidate for full-time position in maternity nursing. Position requires M.S. in Nursing and Doctorate in Nursing-related field. Prior teaching experience required. Application deadline May 22, 1992, or until qualified applicant is identified.

Integrated part of dynamic Health Services Center. Excellent fringe benefits. Equal opportunity employer.

Address inquiries to Dr. Linda K. Amos, College of Nursing, University of Utah, 2500 North 1300 East, Salt Lake City, Utah 84112.

Post A: Economic Geologist. This post is tenable for two years. Applicants should have a good honours degree in Economic Geology and should be familiar with the petrology of layered igneous deposits. Preference will be given to candidates with experience of chrome mines in Southern Africa. The successful candidate will join a multidisciplinary research team investigating all aspects of the major chrome reserves associated with the Great Dyke.

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Minnesota State University
AkitaDIRECTOR OF RECORDS
AND SPECIAL PROGRAMS

(Revised)

The Minnesota State University System, Office of the Chancellor, invites applications for the position of Director of Records and Special Programs at the System's Akita Campus, Yuwa-machi, Akita Prefecture, Japan.

The position will provide support to the Office of Academic Affairs with special reference to Student Registration and Institutional Records and to direct special programs of the university. Responsibilities will include registration of students, maintenance of student and academic records, development of self-study and assessment programs, development of summer and special programs and coordination of Continuing Education Program.

Required Qualifications: Master's degree and one to three years of administrative experience in an institution of higher education. Preferred Qualifications: Specialization in TESOL at the master's level; working knowledge of computers; practical fluency in spoken Japanese.

Letter of application, résumé, and three letters of reference should be submitted to us by the following date: May 15, 1992. Late letters will not be considered.

Dr. Ruth Ruyter
Minnesota State University System
555 Park Street, Suite 230
St. Paul, MN 55103

Salary range is set by bargaining unit with a range of \$29,988-\$42,160 plus 25% overseas supplement, housing, and other benefits. Salary will be commensurate with education and experience. Appointment to be made by June 28, 1992, with position beginning September 1, 1992.

An Equal Opportunity Employer/Employee. Women and minorities encouraged to apply.

Send a letter of application and résumé to:

Ms. Roberta Amos, Office of Academic Affairs, 30 North Broadway Street, P.O. Box 200, Naperville, Illinois 60563-0200.

College is an Affirmative Action Employer/Employee.

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FULL-TIME INSTRUCTORS: ENGLISH DEPARTMENT

Two Full-Time Positions Available August 25, 1992

Master's degree in English required. Minimum of two years' relevant teaching experience required. Remedial emphasis, rhetoric or composition theory preferred. Experience in teaching developmental English at the college level and writing courses, and experience in supervising writing desired. Computer literacy is essential. Experience and/or training in one or more of the following areas would be a plus: Writing Lab, computer-assisted instruction, composition and/or reading through literature, business/technical writing.

FACULTY SALARY RANGES are calculated according to the Faculty Master Agreement as follows:

Master's Track: \$27,282-\$50,892
Master's + 30 Track: \$28,644-\$52,481
Ph.D. Track: \$30,010-\$54,016

Please call (313) 482-4400, ext. 5004 for application. Completed application, resume and copies of transcripts must be received in the Personnel Office by Friday, June 19, 1992.

SCHOOLCRAFT COLLEGE Livonia, MI

SCHOOLCRAFT COLLEGE is a comprehensive public community college. We offer a rich diversity of programs leading to Associate Degrees and Certificates in over 150 areas of study. The college is located on a 163-acre suburban site approximately 25 miles northeast of Detroit in the city of Livonia. The College also operates a major center in Garden City.

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER



**SCHOOLCRAFT
COLLEGE**

EDUCATIONAL ADMINISTRATION The University of Connecticut

Anticipated full-time, tenure track position (assistant or associate professor) beginning September 1992. Involves teaching graduate courses with primary responsibility for the principalship and central office administration; organization and administration; and field experiences. Farned doctorate required, preferably Educational Administration; successful administrative experience; ability to conduct research and service activities; and the ability to excel in teaching. Participation in state and national educational activities, Spanish language skills, and public school administrative experience are desirable. Salary negotiable based on qualifications and experience. Send letter of application, resume and three letters of recommendation by June 8, 1992 to Dr. Paula A. Cordeiro, Chair Search Committee, University of Connecticut, Department of Educational Leadership, U-93, 249 Glenbrook Rd., Storrs, CT 06269-2093. The University of Connecticut is an Affirmative Action/Equal Opportunity Employer. (Search #21559)



Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

Communications Assistant Professor, tenure track, Ph.D. preferred. Teach courses in organizational communication, public relations, and communication theory. Screening of applications will be done by June 15 and continue until position is filled. Position will begin August 15, 1992. Send letter of application, current resume and three letters of reference to: Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.

Communication/Speech/Forensic Speech Communication related to teach roles of courses (Speech, Communication, Mass Communication, Broadcasting, Internet, and other areas). Position is a full-time, permanent position. Salary is negotiable. Send letter of application, resume, and three letters of reference to: Dr. Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.

MICHIGAN STATE UNIVERSITY College of Education DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

The College of Education at Michigan State University is seeking candidates of exceptional promise to fill the temporary but potentially renewable position described below. The position is at the assistant professor level and will begin August 1992. Salary will depend upon the applicant's experience and qualifications. Appointment will be in the Department of Counseling, Educational Psychology and Special Education. Interested candidates should send a resume, copies of written work or publications, and three letters of evaluation by May 22, 1992 to Dr. Richard S. Prawat, Department of Counseling, Educational Psychology and Special Education, 419 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1054. If a suitable candidate pool is not identified by the deadline date, late applications will be accepted.

Assistant Professor in Educational Statistics and Research Design

Responsibilities include: (1) teaching graduate-level courses (including advanced seminars), (2) conducting and publishing research leading to an improved understanding of quantitative methods in educational research, and (3) applying these research methods toward improved understanding of the problems of educational practice.

Desirable qualifications: Ph.D. (or equivalent) in Educational Statistics and Research Design. ABD candidates with exceptional experience will be considered. Candidates should have a demonstrated interest and competence in the application of statistics to research on the problems of education, in classroom teaching and/or educational policy. Preference will be given to candidates with demonstrated success in teaching and research.

MSU is an Affirmative Action, Equal Opportunity Institution

Biology, Chemistry, Mathematics, and Physics Instructors

Are you a recent science master's or Ph.D. graduate with strong teaching or T.A. experience in core undergraduate sciences coursework? Do you also:

- Have outstanding teaching ability and superior understanding of your specialty?
- Have superior communication skills and make a consistent effort in your pedagogy?
- Make effective use of humor in class, and show a genuine concern for your students?

If so, you may be interested in Hyperlearning. We are an educational services company adjacent to the campus of U.C. San Diego, U.C. Irvine, and U.C. Los Angeles. A private, for-profit alternative to conventional career opportunities in education, we offer:

- A position of key responsibility with management potential in an expanding educational services company located near major universities.
- The opportunity to work with a team of equally talented and dedicated educators committed to full-time curricular improvement, including C.A.A./Lumina.
- Freedom to teach and continually modify your courses in the manner that you see fit.
- U.C.-caliber students and minimal grading duties in classes of 24 students or less.
- A starting salary (35-42K/annum, plus performance bonuses) that immediately rewards your outstanding teaching abilities. You can be earning a base salary of close to 50K/yr within two years of employment in our organization.

We believe no other career educational opportunity has the potential to provide as much satisfaction and reward to the truly gifted sciences instructor. If qualified, please call:

Hyperlearning (800) 462-6666

MEDICAL COLLEGE OF GEORGIA School of Nursing

The Medical College of Georgia, School of Nursing is accepting applications for full-time tenure track faculty positions in August, beginning September 1, 1992, in the Department of Adult Nursing. Exciting opportunities in Ph.D. Program and NLN-accredited BSN and MSN Programs in the College of Nursing, University of the State of Georgia. Masters in Adult or Medical-Surgical Nursing required; Ph.D. or DSN/MSN preferred; experience in Adult Nursing practice, undergraduate and graduate teaching; research and publications in specialty desired. Salary commensurate with experience and qualifications. Minorities are encouraged. Send application to Dr. Patricia P. Lillis, Chair, Adult Nursing, Medical College of Georgia, Augusta, GA 30912; (404) 721-5843. EOE/AAE.

MCG IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

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JAMES MADISON UNIVERSITY Harrisonburg, Virginia Faculty Positions

James Madison University, located in the Shenandoah Valley of Virginia, is a highly selective, state-supported, comprehensive university with an enrollment of 11,500 students. JMU prides itself on offering an exceptionally developed curriculum emphasizing liberal studies. The University has developed a select set of high quality graduate programs.

James Madison University invites applications and nominations for the following faculty positions. Please send a letter of application and the names of three references to the address listed with each announcement. James Madison University, Harrisonburg, VA 22807. All positions are one year, non-tenure track.

Biology Primary responsibility is to teach undergraduate courses in vertebrate-human physiology and human anatomy. M.S. in Biology minimum requirement. Apply to: Associate Head, Department of Biology, Economics Teach micro/macro principles and upper division courses. M.A. in Economics required. Apply to: Dr. T. Wynn Fields, Department of Economics, Health Education Teach graduate and undergraduate classes in health education, sexuality and other health education related courses in a SOWHE approved program. Additional responsibilities include research grant writing and community service. Doctoral degree in health education and experience preferred. CHES preferred. Apply to: Dr. Stephen Stewart, Department of Health Sciences.

Psychology Primary responsibility will be undergraduate instruction. Doctorate preferred. All candidates must have a minimum of 30 semester hours of graduate and undergraduate studies in a university speech and hearing center, and occasionally provide direct clinical services. Apply to: Dr. Henry O'Hare, Department of Speech Pathology and Audiology.

Speech Pathology and Audiology Speech-language pathology clinical supervisor. CCC-SLP with experience in clinical supervision. Full-time supervisor of graduate and undergraduate students in a university speech and hearing center, and occasionally provide direct clinical services. Apply to: Dr. Henry O'Hare, Department of Speech Pathology and Audiology.

Screening of applications will begin immediately, and will continue until suitable applicants are found. The starting date for these positions is August 1, 1992. James Madison University is an Affirmative Action, Equal Opportunity Employer and especially encourages applications from minorities and women.

Knight Chair in Journalism

The School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill is searching for an exceptional person to fill a professorial position in an endowed chair in one of the most highly regarded journalism communication units in the country. The chair will provide not only a salary stipend but also funds for travel and other support.

This Knight Chair in Journalism is one of the prestigious series being established by the Knight Foundation, each funded with a \$1 million endowment. Description of the Position: This endowed professorship will be devoted to basic research on the future of mass communication, especially papers. The holder of this Knight Chair will play a leading role in the national or international mass communication agenda by conducting research and transmitting the findings to students and professionals not only through courses but also through an array of special activities. Searches: An intensive search is being conducted. The search committee is composed of faculty members, students, and university and faculty representatives appointed by the dean of the School. The person selected must command respect in the field. In addition to research, he or she would teach and advise students and conduct service work. Qualifications include demonstrated or potential excellence in teaching, research and leadership.

Date Applications Will Begin in Review: September 4, 1992

Starting Date: Preferably January 1, 1993. July 1 possible.

Applications: Each applicant should send a complete letter, resume, statement of three to five pages (double-spaced) on how the person would hope to use the chair, and names of at least three references and other supporting materials to:

Dr. Margaret A. Blanchard
Chair, Search Committee
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Campus Box 3365
Chapel Hill, NC 27599-3365
Tel: (919) 976-1200
Fax: (919) 976-0620

The University of North Carolina at Chapel Hill is an Equal Opportunity, Affirmative Action Employer and encourages applications from all qualified persons. Applications from minorities and women are encouraged.

are at both the graduate and undergraduate levels and could include vector and raster image processing, two dimensional design and printing, three dimensional computer aided design (CAD), and hypermedia and multimedia animation. Candidates should hold a master's degree in a relevant design discipline with computer graphics experience. Teaching experience is desirable. Candidates should send a letter of application, resume, slides of recent work or other supporting materials and the names of three references to: Dennis Tobin, Director, School of Design, Cincinnati, Ohio 45221-0016. Review of material will begin June 1 and continue until the position is filled. AAJ EOE.

Computer Science Assistant Professor, Computer Systems and Software Applications. Ph.D. in Computer Science. Minimum 3 years of teaching and research experience in computer systems and software applications. Research interests in computer systems and software applications. Send letter of application, resume, and three letters of reference to: Dr. Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.

Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

Communications Assistant Professor, tenure track, Ph.D. preferred. Teach courses in organizational communication, public relations, and communication theory. Screening of applications will be done by June 15 and continue until position is filled. Position will begin August 15, 1992. Send letter of application, current resume and three letters of reference to: Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.



ASSISTANT PROFESSOR OF ACCOUNTING (CODE #0109)

DUTIES Teaching undergraduate and graduate courses in Accounting; serving on faculty committees; advising students; engaging in appropriate scholarly activity consistent with the mission of a teaching-oriented institution, performing other related.

QUALIFICATIONS: Doctorate or ABD preferred, Master's/CPA considered with microcomputer accounting/finance applications desirable. Deadline for applications, June 15, 1992.

INSTRUCTOR/ASSISTANT PROFESSOR OF PSYCHOLOGY (Non-Tenure Track) (CODE #0110)

DUTIES Teach 12 credit hours per semester. Limited Summer teaching opportunities available. Teaching load includes General Psychology and upper division courses including one or more of the following: Experimental, Psychological Testing, Advice Psychology, etc.

QUALIFICATIONS: M.A./M.S. in Psychology required, Ph.D. in Psychology preferred. The successful candidate will demonstrate through education and/or experience (1) potential for teaching excellence at an open admissions and multicultural institution and (2) commitment to undergraduate instruction.

SALARY: Commensurate with qualifications and experience.

BENEFITS: Retirement, group life insurance, major medical, annual sick leave, and education benefits. Deadline date June 30, 1992.

APPLICATIONS PROCEDURE: Send vitae, transcripts of undergraduate and graduate work (unofficial transcripts acceptable for initial screening), and (3) letters of recommendation to the Personnel Office, Lincoln University, 820 Chestnut Street, Jefferson City, MO 65102-0029. AA/EEO

Southeastern Louisiana University Hammond, LA 70402

Visual Arts Visiting Asst. Prof., one-year appointment. Ph.D. preferred; MFA or MFA or European with two years' teaching experience beyond teaching assistantship. Strong commitment to professionalism in research and teaching. Teaching load of 12 hours per semester; appropriate departmental, university and professional functions. Salary commensurate with qualifications and experience. Submit application, resume, three letters of reference and OFFICIAL transcripts by June 8, 1992, to: Mr. Roy Blackwood, Head Department of Visual Arts, P. O. Box 765, SLU, Hammond, LA 70402.

Communication and Theatre Visiting Asst. Prof. with expertise in organizational, interpersonal and rhetorical communication. Position will be reclassified for 1993-94 academic year; hire will be eligible to reapply, Ph.D. in Communication required for tenure-track appointment. M.A. or A.B.D. considered for one-year appointment. Salary commensurate with qualifications and experience. Submit application, resume, three letters of reference and OFFICIAL transcripts by June 1, 1992, to: Dr. Wm. Welford, Head, Department of Communication and Theatre, P. O. Box 451, SLU, Hammond, LA 70402.

Computer Sciences Three Positions: Two tenure track faculty positions at the rank of Assistant/Associate Professor. Ph.D. in Computer Science or related field. Duties include teaching 12 semester hours of both lower and upper-division courses. We are interested in persons who are dedicated to teaching and professional service and whose research specialties include software engineering, data communications, networks or cognitive science. Applicants from all areas of computer science are encouraged to apply. Instructor position: Master's degree in computer science or related field with 18 graduate semester hours of Computer Science. Good interpersonal and professional skills are necessary. Duties include teaching 12 semester hours of lower-division courses. Salary for all positions commensurate with qualifications. Applications will be accepted until positions are filled. Send resume, letter of application, official transcripts, three references to: Dr. Carl Sicilley, Department Head, P.O. Box 505, SLU, Hammond, LA 70402.

Southeastern Louisiana University is an affirmative action, equal opportunity employer and is actively seeking a diversified staff.

University of Arkansas DEPARTMENT OF HOME ECONOMICS

The Department of Home Economics invites applications for the following one-month, non-tenure track position to begin August 17, 1992. Rank and salary dependent on academic preparation and professional experience. Submit a letter of application, resume, and three letters of reference to: Dr. Carl Sicilley, Department Head, P.O. Box 505, SLU, Hammond, LA 70402.

Qualifications: MFA, MA, or MS degree in Interior Design or related field. Professional practice and teaching experience desirable. Commitment to teaching, scholarship, and public service necessary. Support education of interior designers through home economics. Membership in ASID, IIDA, or IEDC desirable. Responsibilities: teach undergraduate design drafting and additional courses in at least three of the following areas: basic and advanced residential and commercial interior design studies, drafting and working drawings, lectures in history of interiors, professional practices, and presentation techniques. Supervise students in summer internship program. and presentation techniques. Supervise students in summer internship program. and presentation techniques. Supervise students in summer internship program. and presentation techniques.

THE UNIVERSITY OF ARKANSAS IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION INSTITUTION. MINORITIES ARE ENCOURAGED TO APPLY FOR POSITIONS OF EQUAL OPPORTUNITY TO WORK IN THE UNITED STATES.

OLIVET COLLEGE Athletics/Physical Education Positions

Olivet College, a four-year liberal arts institution with an enrollment of approximately 700 students, invites applications for full-time coaching and teaching positions. Olivet is a member of the Michigan Intercollegiate Athletic Association and NCAA Division II.

Responsibilities: coaching and recruiting for two of the following women's sports: basketball, cross-country, golf, softball, swimming, and volleyball. These positions include teaching courses in the Physical Education and Health Department. In addition, one position will include responsibility as the Women's Athletic Director.

Qualifications: Master's degree in HPER or related field plus coaching and teaching experience required. To apply, send a letter of interest, resume, salary requirements and the names, addresses, and telephone numbers of three references to: Kevin P. Rabineau, Chairperson of the Department of Physical Education and Health, Olivet College, Olivet, Michigan 49076. Review of applications will begin June 1, 1992, and continue until the positions are filled.

Olivet College is an equal opportunity employer and encourages applications from women and minorities.

Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

Communications Assistant Professor, tenure track, Ph.D. preferred. Teach courses in organizational communication, public relations, and communication theory. Screening of applications will be done by June 15 and continue until position is filled. Position will begin August 15, 1992. Send letter of application, current resume and three letters of reference to: Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.

Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

Chaired Professorship In Advanced Telecommunications Technology

Georgia Tech is seeking a distinguished scholar for a Chaired Professorship in Advanced Telecommunications. We seek a broadly-based individual who has made significant contributions to this rapidly-evolving field resulting from the convergence of the computing, consumer electronics, broadcasting/content origination, cable TV, and traditional telecommunications industries. We believe this field will dominate and define the information society of the future. The chair holder will help to shape this future by taking a leadership role in defining and carrying out an active, internationally-recognized research and development program.

This Professorship is an initiative of the Georgia Center for Advanced Telecommunications Technology (GCATT), an innovative and dynamic alliance of the Georgia State Government, private industry, and the State's research universities (Medical College of Georgia, University of Georgia, Emory University, Georgia State University, Clark Atlanta University, and Georgia Institute of Technology). The Center will facilitate the integration of the five industrial groups which define Advanced Telecommunications to benefit the quality of life and promote economic development in Georgia, throughout the US and internationally.

The Center will conduct basic and applied research centered around a number of Chaired Professorships, of which this is the first and most broadly-based. As such, the chair holder will have a major impact on GCATT's research directions by developing a research and development program of international quality which furthers the objectives of the Center by drawing upon the many resources of Georgia Tech, the member schools of the Georgia Research Alliance, and the many Georgia-based companies which are forming GCATT.

The chair will be located in Georgia Tech's new College of Computing, with additional appointments in other academic units at Georgia Tech or other GRA schools based on the chair holder's background and interests. Kindly submit letters of nomination/application, resumes and the names of at least five references to Prof. James Foley, Search Committee Chair, Code CHE-78, College of Computing, Georgia Institute of Technology, Atlanta, GA 30332-0280. Full consideration will be given to applicants whose dossiers are received no later than July 1, 1992.

An Equal Education/Employment Opportunity Institution.



FACULTY MEMBER

To teach Sociology courses at BUNDALK COMMUNITY COLLEGE, a tenure-track position beginning in the Fall 1992 semester. Excellent salary and fringe benefits package including comprehensive health insurance and non-contributory retirement plan. Candidates must possess a Master's Degree in Sociology and one year's secondary or adult teaching experience. Call for further details and application: 410-285-8789. Completed applications must be received by June 5, 1992.

DCC is an EO/AA Employer. Minorities are encouraged to apply.

Schickel, Chairman, Search Committee, Cooperative Extension Service, NMSU, Box 342, Las Cruces, New Mexico 88003; telephone (505) 646-3016. EOE/AAE. For letter of application, resume, and three letters of reference, send to: Dr. Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.

Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

Communications Assistant Professor, tenure track, Ph.D. preferred. Teach courses in organizational communication, public relations, and communication theory. Screening of applications will be done by June 15 and continue until position is filled. Position will begin August 15, 1992. Send letter of application, current resume and three letters of reference to: Robert Shuter, Ph.D., Chair, Communication and Behavioral Sciences, 1131 Wisconsin Avenue, Milwaukee, Wisconsin 53233. Milwaukee University is an Affirmative Action, Equal Opportunity Employer.

Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

Communications Eastern Washington University is seeking a faculty member on a one-year appointment for the 1992-93 academic year. Candidates should be able to teach courses in three or more of the following areas: interpersonal communication, nonverbal communication, conflict and communication, and communication, small group communication, and listening and be able to demonstrate commitment to scholarship and professional growth. Ph.D. preferred. Complete application, including letter of interest, curriculum vitae, and three letters of reference sent to: Faculty Search Committee, Department of Communication Studies, MS 108, Eastern Washington University, Cheney, Washington 99004. Application review will begin June 15 and continue until the position is filled. Closing date: September 1, 1992. A national search will be conducted for a tenure track position to begin September, 1993. Eastern Washington University is an Affirmative Action, Equal Opportunity Employer.

DIRECTOR OF DEVELOPMENT College of Education

Applications and nominations are invited for the position of Director of Development, College of Education at Washington State University.

DUTIES: Washington State University is embarking on a comprehensive campaign which will involve the College of Education in a prominent way. The Director of Development will play a major role in the success of this university-wide effort. The Director of Development is responsible for overall leadership and management of the college's development and public relations efforts. The Director reports jointly to the college Dean and Vice President of the WSU Foundation/Director of Development Programs, serving as a key member of the WSU Foundation senior staff and the Dean's administrative cabinet.

COLLEGE OF EDUCATION: Since the founding of Washington State University in 1890, the College of Education has been a vital part of the University's land grant mission. The College was established in 1905 and has graduated educators who have distinguished themselves in a variety of areas throughout the world. Undergraduate and graduate degrees are offered in Educational Administration, Physical Education, Sport and Leisure Studies, and Educational and Counseling Psychology, and the college is working to establish and enhance partnerships with Washington's K-12 schools. They are actively involved with technological education, scholarship support for outstanding students, helping at-risk learners, and a host of other programs to enrich and revitalize education. The college has a highly organized and effective development effort that is directed by the faculty, department chairs, and especially the dean.

WSU FOUNDATION: Founded in 1979, the WSU Foundation serves as the official private gift arm of the University. Unique in the close interaction between constituency and central staff, WSU Foundation staff form a close-knit and highly effective fund-raising team. The Foundation has grown tremendously, with gift levels experiencing a 20 percent increase over each previous year. Private support in FY 1990 totaled \$45 million.

UNIVERSITY: Washington State University's main campus is located in Pullman (population 25,000) about 75 miles south of Spokane, Washington. It is the largest institution of higher education in Washington and a member of the PAC-10 Conference. WSU enrolls approximately 18,500 students on all campuses. WSU is a major, comprehensive research university with all advantages, yet it also offers the best of small-town living in a rural environment. Pullman recognizes WSU as its major industry and offers a low cost of living, affordable housing, and a culturally rich environment.

QUALIFICATIONS: Required: Bachelor's degree; strong oral and written communication skills; demonstrated skills in interpersonal relationships; a minimum of 3 years' experience in development with an educational organization, or 5 years' experience with another organization (hospital, etc. group, etc.). Preferred: A track record of success in major gift/campaign fund-raising; advanced degree in a related field (i.e., education, public relations, law, etc.); familiarity with computing support systems.

APPLICATIONS: Review of applications will begin August 1, 1992, but applications will be accepted until the position is filled. Please include a cover letter, current résumé, and the names, addresses, and phone numbers of three references. Mail to:

Dr. Walter H. Gmelch, Chair of Search
Search Committee for Director of Development
College of Education
Washington State University
P.O. Box 34100
Pullman, WA 99164-2136

WASHINGTON STATE UNIVERSITY IS AN EQUAL OPPORTUNITY,
AFFIRMATIVE ACTION EDUCATOR AND EMPLOYER.

Members of ethnic minorities, women, Vietnam era or disabled veterans,
persons of disability and/or persons between the ages of 40-70
are encouraged to apply.

CHIEF, International Services and Communications Branch

The Fogarty International Center (FIC), National Institutes of Health (NIH), Public Health Service, Bethesda, Maryland, is recruiting for the position of Chief, International Services and Communications Branch. The position is a full-time, permanent position with a salary of \$64,907 to \$83,602 per year. The FIC provides full administrative and management support of NIH's large exchange and other foreign visitor programs. Incumbent will serve as principal advisor to the Director, FIC, on all matters pertaining to the employment of foreign scientists at NIH and represent the NIH regarding visa and immigration matters to the Immigration and Naturalization Service, U.S. Information Agency, and State Dept. For further information, including qualifications requirements, contact Ms. Sharon Nierland, Director, FIC, at (301) 495-4626. Applications must be received by 6/01/92. U.S. citizenship required.

NIH is an Equal Opportunity Employer

Elementary Education: The Defense College is seeking a full-time position for a teacher in the elementary school. The position is located in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

Elementary Education: The University of Southern Indiana is seeking applications for a tenure track position as Assistant Professor of Education beginning August 1992. The position is located in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

MILNER LIBRARY ILLINOIS STATE UNIVERSITY HEAD

General Reference and Information Division

Duties: Faculty tenure-track position which serves as head of one of five reference units at AUL for Public Services and Collection Development. From Monday through Friday with five other library faculty and two staff service personnel, provides traditional and electronic general reference services—primarily to an undergraduate clientele. (On weekends, all Public Services librarians staff the General Reference Desk on a rotational basis.) Unit provides library instruction to English 101 courses for 3500 students per year. Responsible for development and maintenance of 4000 volume General Reference Collection, collection of college catalogs, collection of telephone directories, browsing collection of current popular books, and General Periodicals Collection. Works closely with Coordinator of Library Instruction and On-Line Catalog Librarian. Provides leadership, planning, identification needs, establishes priorities, implements change, oversees development and growth of GRI faculty.

Required: ALA Accredited Master's; two years' administrative experience; appropriate experience in reference and library instruction; ability to function in a fast-paced, electronic reference environment; ability to relate to undergraduate library problems; understanding of and ability to administer in a collegial environment. A second graduate degree is required for tenure.

Salary: \$35,000/Associate Professor range.

Preferred beginning date: August 1, 1992.

To assure consideration, please submit application by June 18, 1992.

To apply: Submit letter of application, résumé, and at least three references to GRI Head Search Committee, 311 Milner Library, Illinois State University, Normal, IL 61781.

ILLINOIS STATE UNIVERSITY IS AN AFFIRMATIVE ACTION,
EQUAL OPPORTUNITY EMPLOYER.

BERRY COLLEGE

Assistant Director of Counseling

Berry College invites applications and nominations for Assistant Director of Counseling. Primary duties include individual and group counseling, administration, and coordination of outreach programs with residence halls and other student groups. Candidates must have a strong interest in college students, women's issues, and their own professional growth. This is a full-time, nine-month position.

A Master's degree in counseling, college student personnel, or a related discipline is required. Solid counseling experience, good communication skills, and creative approaches to programming are desired. The Assistant Director receives supervision from the Director of Counseling.

Berry College is an independent, four-year college with a tradition honoring the integration of learning, work experience, and religion-in-life. Berry's growing national reputation for academic excellence led to its inclusion in *Princeton's* *Competitive Colleges 1991-92*. The college's 1,600 undergraduates and 150 graduate students study on a 26,000-acre campus, which offers uncommon beauty and a great variety of work experiences. The campus is located within easy driving distance of Atlanta and Chattanooga.

Please send letter of interest, résumé, graduate transcripts, and three letters of reference to Dr. Marshall Jenkins, Counseling Center, 248 Berry College, Mount Berry, GA 30149. Screening of applications will begin on June 1, 1992 with applications accepted until the position is filled.

DIRECTOR OF MEMBERSHIP

KQED, Inc., San Francisco's public broadcasting station, seeks director to plan, budget and manage individual membership fund-raising initiatives. Supervise Membership Department staff and oversee development of Membership database applications for marketing initiatives. Qualifications include 5 years' management experience in non-profit, individual development activities, computerized membership information systems, and working in a union environment and with union contracts. Resumes by 5/29/92 to KQED, Inc., ATTN: Human Resources, 2001 Mariposa Street, San Francisco, CA 94110-1400, EOE.

Elementary Education: The University of Southern Indiana is seeking applications for a tenure track position as Assistant Professor of Education beginning August 1992. The position is located in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

ASSOCIATE MEMBER

Duties will include research on degeneration of the spinal cord with the particular goal of finding therapies for relief of paraplegia and pain. Required Ph.D. in Physiology and 2 years' experience in research studies and research in spinal cord injury, central nervous system injury, degeneration and regeneration. Salary \$1953 per month.

Apply at the Texas Employment Commission, Austin, Texas or send résumé to the Texas Employment Commission, TEC Building, Austin, Texas 78778, I.O. #6587623.

Ad paid for by an equal opportunity, affirmative action employer/individual authorized to work in U.S.A.

Engineering/Research: East Coast Research Institute seeks Associate Research Scientist to investigate the interaction of a fluid flow with a solid surface. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

ITHACA COLLEGE

DIRECTOR OF ANNUAL GIVING
DIRECTOR OF PLANNED GIVING

College Relations and Resource Development

Ithaca College invites applications for two positions in College Relations and Resource Development. The Director of Annual Giving and the Director of Planned Giving will be responsible for the development and maintenance of the college's fundraising programs. The Director of Annual Giving will be responsible for the development and maintenance of the college's fundraising programs. The Director of Planned Giving will be responsible for the development and maintenance of the college's fundraising programs.

The Director of Annual Giving will plan, direct, and coordinate the college's annual giving program in concert with other programs in development, alumni relations, and college relations. The Director will ensure acceptance of gifts and coordinate the college's annual giving program in concert with other programs in development, alumni relations, and college relations. The Director will ensure acceptance of gifts and coordinate the college's annual giving program in concert with other programs in development, alumni relations, and college relations.

A Bachelor's degree in planning as well as a minimum of three years of development or related experience. The Director of Planned Giving will promote and solicit planned gifts, trusts, insurance policies, real estate for the college and coordinate the planning process in conjunction with other staff members in development, alumni relations, and college relations. The Director will ensure acceptance of gifts and coordinate the college's annual giving program in concert with other programs in development, alumni relations, and college relations.

Ithaca College is an Affirmative Action, Equal Opportunity Employer.

UNIVERSITY COMPLIANCE COORDINATOR

The University of Virginia seeks applications and nominations for the position of University Compliance Coordinator. Reporting to the Senior Vice President and Chief Financial Officer and to the Director of Athletics, the University Compliance Coordinator is responsible for the compliance effort within the Athletic Department and the University to NCAA and ACC rules, regulations and legislation.

The University Compliance Coordinator reviews existing University and Athletic Department practices, policies, and procedures to determine compliance with NCAA and ACC legislation. The Compliance Coordinator monitors and develops, implements, and maintains all education programs for intercollegiate athletes. The Compliance Coordinator is responsible for the compliance effort within the Athletic Department and the University to NCAA and ACC rules, regulations and legislation.

Candidates should have a master's degree in business, athletic administration, or a related field and significant experience providing compliance support in an NCAA-related organization (school, conference, or national office) combined with coaching or other administrative responsibility on the campus of an NCAA member school.

Applications and nominations will be received until the position is filled and should be sent to:

Compliance Coordinator Search Committee
University of Virginia
P.O. Box 9007
Charlottesville, Virginia 22906

The University of Virginia is an Equal Opportunity,
Affirmative Action Employer.

Ph.D. with research emphasis in epidemiology relating to infectious diseases. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

English: Three tenure-track assistant professor positions beginning August 1992. The positions are located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

English: Three tenure-track assistant professor positions beginning August 1992. The positions are located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

BULLETIN BOARD: Positions available

University of Missouri-Columbia Libraries

HEALTH SCIENCES
INFORMATION SERVICES LIBRARIAN

HEALTH SCIENCES INFORMATION SERVICES LIBRARIAN The J. Otto Latta Health Sciences Library, University of Missouri-Columbia, is seeking qualified applicants for the position of Information Services Librarian. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

REQUIREMENTS: Requires minimum of a Master's degree from an ALA accredited program and excellent communication and interpersonal skills. Experience and/or coursework in health sciences librarianship and/or research in health sciences librarianship. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

MINIMUM SALARY: \$21,000+ for 12 months commensurate with education and experience. Benefits include 30 vacation days per year, paid retirement after 5 years, dental insurance, and other normal fringe benefits, including 75% tuition waiver.

THE UNIVERSITY: The University of Missouri (MU) was established in 1820. It is one of the five most comprehensive universities in the country, with nearly 250 degree programs. The J. Otto Latta Health Sciences Library, built in 1985, has a staff of 9 librarians and 15 paraprofessionals. It serves as the resource library for western Missouri under the NLM program, and houses a collection of 180,000 volumes.

COLUMBIA is in the middle of the state on I-70, only 3 hours from St. Louis and Kansas City, and 3 hours from the Lake of the Ozarks and recreational areas. The University and two other colleges provide superb cultural events. According to the ACCRA composite index, the cost of living in Columbia is very reasonable when compared with other university communities.

AVAILABLE August 15, 1992.
Send letter of application, names and addresses of three references and résumé to: Ms. Pat Burdette, Personnel Coordinator, JQA (CHE) Box 1000, University of Missouri, Columbia, Missouri 65211-1000. To assure consideration, applications should be received by July 15, 1992. The University of Missouri-Columbia is an equal opportunity and affirmative action employer.

ASSOCIATE DIRECTOR II OFFICE OF ACADEMIC ADVISEMENT Department of Academic Career Planning and Placement

Responsibilities: Under the direction of the director, the associate director is responsible for assisting in the planning and development of academic advisement activities and in fulfilling the major responsibilities of the Department of Academic Career Planning and Placement.

The associate director provides advisement services to students; supervises advising staff; analyzes and interprets departmental regulations and policies; maintains confidential student records; prepares informative reports and studies with recommendations; conducts advisement training and maintains accurate and confidential student records.

Requirements: Master's degree in a related field, doctoral preferred. Experience in higher education and student advisement. Excellent organizational and communication with writing skills. Computer knowledge desirable.

Salary range: \$38,000-\$54,000

Please send letter of application, résumé by May 29, 1992 to: Ms. Jennifer Jones, Academic Career Planning and Placement, Jersey City State College, 2038 Kennedy Boulevard, Vodka Hall, Jersey City, New Jersey 07310

JERSEY CITY STATE COLLEGE

AEO/EOE

MARICOPA COMMUNITY COLLEGES

DIRECTOR
FINANCIAL AID

Scottsdale
Community College

Salary: \$40,410-\$47,967

Posting #9190350

Closes: 5 p.m. on 5/29/92

In this position, you will plan, direct and administer a comprehensive financial aid program. Working in the Student Services Department, it will be your responsibility to administer scholarship, grant-in-aid, loans and other types of financial assistance, as well as supervise personnel in all operations.

Requirements include a knowledge of state and federal financial aid regulations and procedures, a minimum of 3 years of experience in financial aid administration, and a minimum of 3 years of experience in financial aid administration.

You must also have the ability to plan, direct and administer a comprehensive financial aid program. Working in the Student Services Department, it will be your responsibility to administer scholarship, grant-in-aid, loans and other types of financial assistance, as well as supervise personnel in all operations.

APPLICATION PROCEDURE
The deadline for completed applications is 5 p.m., Tuesday, June 8, 1992.

Applications must include the following:

- a completed application form
- a letter of interest
- a current dated résumé
- a letter of interest

FOR REQUIRED APPLICATION
FORMS AND INFORMATION CALL:
Maricopa Community Colleges
Employment Office
Mon-Fri 8 a.m.-4 p.m.
Phone: (602) 781-8488
AA/EEO: Women and minorities are encouraged to apply.

LIBRARIAN

Faculty position. Available August 1, 1992. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

REQUIREMENTS: Requires minimum of a Master's degree from an ALA accredited program and excellent communication and interpersonal skills. Experience and/or coursework in health sciences librarianship and/or research in health sciences librarianship. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

MINIMUM SALARY: \$21,000+ for 12 months commensurate with education and experience. Benefits include 30 vacation days per year, paid retirement after 5 years, dental insurance, and other normal fringe benefits, including 75% tuition waiver.

THE UNIVERSITY: The University of Missouri (MU) was established in 1820. It is one of the five most comprehensive universities in the country, with nearly 250 degree programs. The J. Otto Latta Health Sciences Library, built in 1985, has a staff of 9 librarians and 15 paraprofessionals. It serves as the resource library for western Missouri under the NLM program, and houses a collection of 180,000 volumes.

COLUMBIA is in the middle of the state on I-70, only 3 hours from St. Louis and Kansas City, and 3 hours from the Lake of the Ozarks and recreational areas. The University and two other colleges provide superb cultural events. According to the ACCRA composite index, the cost of living in Columbia is very reasonable when compared with other university communities.

AVAILABLE August 15, 1992.
Send letter of application, names and addresses of three references and résumé to: Ms. Pat Burdette, Personnel Coordinator, JQA (CHE) Box 1000, University of Missouri, Columbia, Missouri 65211-1000. To assure consideration, applications should be received by July 15, 1992. The University of Missouri-Columbia is an equal opportunity and affirmative action employer.

ASSISTANT REGISTRAR
Heldberg College is seeking applications for an Assistant Registrar. The Assistant Registrar will assist with the administrative and operational functions within the office of the Registrar, and, in addition, will be responsible for institutional research and the development of computer programs. This is a full-time, twelve-month position.

Applicants must have a Bachelor's degree, programming experience with INFORMATION, UniVerse or dBase, and names of three references should be sent to: Jeanne Curran, Vice President for Administration, Heldberg College, 310 E. Market Street, Tiffin, Ohio 44883.

Heldberg College is an Equal Opportunity, Affirmative Action Employer.

Connecticut: A suburb of New Haven. The School of Business is one of four schools in the College and offers programs in undergraduate and 250 MBA students in all business areas including health administration. The school is located in a new building for the School of Business. The school is located in a new building for the School of Business. The school is located in a new building for the School of Business.

FINANCER: A tenure track position (rank open) in the Finance Department has been approved for Fall 1992. Ph.D. or M.A. in Finance or related field. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

GREAT MEDICAL DISCOVERIES BEGIN HERE

The University of Texas Southwestern Medical Center at Dallas is a world renowned medical education, health care and research institution. Our campus is located on a 60 acre urban site and consists of 30 buildings comprising 3 million square feet. Currently, the institution is developing a new 30 acre satellite campus planned to comprise an additional 3.5 million square feet. We have exceptional career opportunities available for the following professionals:

Thermal Energy Plant Superintendent

Overseeing a new Thermal Energy Plant, this individual will be responsible for supervising the installation, operation, maintenance and repair of all equipment, distribution systems and controls necessary for the production of thermal energy. This position requires a Bachelor's degree in Mechanical or Electrical Engineering. Candidates must also have a

THE UNIVERSITY OF TEXAS Southwestern Medical Center AT DALLAS

EMPLOYEE DEVELOPMENT SPECIALIST GS-235-13

The Government Affairs Institute seeks faculty member to plan and deliver courses in the area of legislative process. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

Lincoln University of Pennsylvania has an immediate opening for a Director of Financial Aid. The Director of Financial Aid reports to the Vice President for Enrollment Planning and Student Life and is responsible for the administration of the University's financial aid and scholarship programs. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

Geography: One-year appointment beginning September 1992 in Assistant Professor level, with strong potential for advancement to full professor level. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

German/French: Temporary instructor/Assistant professor. A one-year position with potential for the extension of the appointment to a full-time position. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

Geology: One-year appointment beginning September 1992 in Assistant Professor level, with strong potential for advancement to full professor level. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

Geology: One-year appointment beginning September 1992 in Assistant Professor level, with strong potential for advancement to full professor level. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

Geology: One-year appointment beginning September 1992 in Assistant Professor level, with strong potential for advancement to full professor level. The position is located in the research laboratory, a strong commitment to field-based collaborative experience with teaching experience in the elementary school, a strong commitment to field-based collaborative experience with teaching experience in the elementary school.

minimum of 7 years experience in the operation of a steam and chilled water producing thermal energy plant, producing a minimum of 9000 tons of air conditioning and 30,000 pounds per hour of steam. Please refer to #9203490.

Assistant Director Utilities Maintenance

Reporting to the Director, this professional will provide management and engineering services for the Division of Utilities Maintenance. This position involves primary utility delivery to campus buildings, temperature and humidity control, energy management and thermal energy production, as well as oversight of MEP design for building renovations, and deionized water production/distribution. Qualified candidates must possess a Bachelor's degree in Mechanical or Electrical Engineering, 5 years background in the design of building MEP systems for medical laboratory or clinical facilities, and 5 years of concurrent experience as a Senior Supervisor. Requirements also include registration, or eligibility as a Mechanical or Electrical Engineer in the State of Texas. Please refer to #9208720.

We offer a competitive benefits package and salary commensurate with experience. If you are ready for a rewarding career with one of the top 10 medical institutions in the country, please forward your resume to: UT Southwestern, Employment Services, Attn: Stephanie Ocasar/CHS, 5323 Harry Hines Blvd., Dallas, Texas 75390-9023.

Equal Opportunity, Affirmative Action Employer.
We offer a non-union work environment.

The Chronicle: Your Window on Academe



PLAZA COLLEGE: PHOTOGRAPH BY WAT 1983

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D2092

BULLETIN BOARD: Positions available

DIRECTOR OF THE EDUCATIONAL OPPORTUNITY PROGRAM SUNY PLATTSBURGH

The Educational Opportunity Program (EOP) is a New York State program to provide access and support services to students who are economically and/or socially disadvantaged. Approximately 215 students are enrolled in the SUNY Plattsburgh program.

The State University of New York (SUNY) College at Plattsburgh is a comprehensive educational institution that offers more than 50 academic programs of study to approximately 5500 undergraduate and 800 graduate students. The college is known for its academic excellence, its friendliness, and its diversity. Plattsburgh is located in a new offering many recreational facilities and is within an hour's drive of Montreal, Burlington, VT, and Lake Placid, NY.

The EOP Director reports to the Office of the Vice President for Student Affairs and is responsible for all activities of the program including staff supervision, counseling and tutoring, record keeping and reporting, budgeting, a residential summer program for new freshmen, and coordination of the Office of Admissions and Financial Aid in the selection of students.

Qualifications: A minimum requirement of Master's Degree in Counseling, Psychology, Higher Education Administration, or related field; administrative experience required with previous experience at the director's level preferred. Successful applicant must demonstrate the ability to interact and communicate effectively with students, faculty and staff, including multicultural, adult, and other non-traditional students.

INDIVIDUALS WITH AN UNDERSTANDING AND SENSITIVITY TO MINORITY AND GENDER CONCERNS ARE ENCOURAGED TO APPLY.

This is a continuing 12-month position with starting date on or around August 1, 1992. Salary is competitive and commensurate with experience and fringe benefits are excellent.

Applicants will be accepted until position is filled.
 Send application which should include letter detailing interest and pertinent experience, curriculum vitae, and three current letters of reference to:

Chair, Search Committee
 c/o Office of Personnel
 SUNY Plattsburgh
 Box 1748-425
 Plattsburgh, New York 12901

SUNY IS AN
 EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

ASSOCIATE DIRECTOR of Alumni Relations

The Associate Director is responsible for the daily operations of the University's Office of Alumni Relations. Responsibilities include personnel management, administrative support, alumni program development, alumni relations, alumni fund-raising, alumni newsletter, alumni magazine, alumni directory, alumni website, and alumni database. The Associate Director will also coordinate the University's efforts to attract and retain alumni and to provide support services to alumni.

Qualifications: Candidates for the position should have a strong background in volunteer management, fundraising, and a minimum of five years' administrative experience in alumni programs. The position requires excellent communication skills and the ability to work with a diverse group of people. A Master's Degree is preferred, but not required.

The University: Old Dominion University is a young and growing institution which enrolls nearly 17,000 students, including 1,000 graduate students. The University is located in Norfolk, Virginia, a vibrant, cosmopolitan, historic and internationally oriented city with a population of 1.1 million. Old Dominion is recognized as one of Virginia's leading research institutions with program offerings that have achieved national and international acclaim. The University offers 86 bachelor's, 11 master's and 17 doctoral degrees. Old Dominion is an acknowledged national leader in the liberal arts, and the largest research center in Virginia with NASA, and has one of the top five oceanography programs in the country.

To Apply: Interested parties should send a letter of application, current resume and the names, addresses and telephone numbers of three references to: Thomas S. Morris, Director, Office of Alumni Relations, Room 112, New Administration Building, Old Dominion University, Norfolk, VA 23529-0011.

Communications Assistant Professor: Position begins Fall, 1992. Localities: Assistant professor of communications with responsibility for teaching and supervising students in the field of communications. The position involves a combination of a previous search and will remain open until the position is filled. Georgia College is an Affirmative Action, Equal Opportunity Employer.

Mathematics: Temporary Instructor of Mathematics in the Department of Developmental Studies beginning September, 1992, teaching algebra courses and assisting in a mathematics tutorial center. Requires master's degree in mathematics or mathematics education. College teaching experience preferred. Applications from women and minorities are encouraged. Send letter of application, vita, transcripts and three letters of recommendation to: Cynthia D. Geoffrey, Acting Head, Department of Developmental Studies, Armstrong State College, Savannah, Georgia 31419. Application deadline is June 30, 1992. AA/EEOE. Georgia is an Open Records Law State.

Mathematics: Faculty, tenure-track position available August 20, 1992. Teaching assignments include: developmental and technical mathematics. Master's and 1 year's teaching experience required. Send letter of application, vita, transcripts and three letters of recommendation to: Ruth Gorman, Montgomery County Community College, P.O. Box 600, Blue Bell, Pennsylvania 19002. AA/EEOE.

Mathematics Education Assistant Professor: Tenure-track, Mathematics Education, Plymouth State College. To teach 12 contact hours of undergraduate and graduate courses in mathematics education, mathematics and statistics; advise graduate and undergraduate students; work with students majoring in elementary education and secondary school mathematics; as well as other mathematics majors. Minimum qualifications: doctorate in mathematics education with strong background in mathematics education.

Randolph-Macon Woman's College DIRECTOR OF PUBLIC RELATIONS AND COMMUNICATIONS

Randolph-Macon Woman's College seeks a person of creativity and vision to lead the College's efforts in public relations and communications.

The Director will report directly to the Vice President for Development, Public Relations and Admissions.

The Director will be responsible for developing a comprehensive plan for promoting the College to all external constituencies, and will be responsible for college publications and media relations.

Qualifications: Applicants must have at least a bachelor's degree and a minimum of five years of public relations experience; exceptional writing, editing, and design skills; familiarity with media communications; managerial experience or potential; and a sensitivity to the goals of a liberal arts college devoted to the education of women.

Randolph-Macon Woman's College is an undergraduate, residential, liberal arts college with a long-standing reputation for academic excellence. Its enrollment of approximately 750 students represents over 40 states and 20 foreign countries. The 100-acre campus is located in a beautiful, residential area of Lynchburg in historic central Virginia.

Application procedure: Letter of interest and resume should be submitted before June 15th to:

James C. Kuglin, Jr.
 Vice President for Development, Admissions and Public Relations
 Randolph-Macon Woman's College
 2500 Rivermont Avenue
 Lynchburg, Virginia 24503

Randolph-Macon Woman's College is an Affirmative Action, Equal Opportunity Employer.



UNIVERSITY OF CALIFORNIA HASTINGS COLLEGE OF THE LAW Director

Legal Education Opportunity Program
 STARTING SALARY: \$57,372-\$72,000
 COMMENSURATE WITH EXPERIENCE AND QUALIFICATIONS
 EXCELLENT FRINGE BENEFIT PACKAGE

HASTINGS COLLEGE OF THE LAW, located in the San Francisco, Civic Center area, is seeking qualified applicants for the position of LEOP. Reporting to the Academic Dean, the Director of LEOP is responsible for the administration, policies and public relations of an academic support program for approximately 300 law students from ethnic minority and disadvantaged backgrounds.

POSITION REQUIREMENTS: Graduation from an accredited law school with a Juris Doctor Degree; membership in a state bar in the United States is required; preferably membership in the California State Bar. A minimum of three years of progressively responsible instructional, administrative and counseling experience with involved working with persons from ethnic minority and disadvantaged backgrounds in an institution of higher education, preferably a law or other professional school.

TO APPLY: please contact Hastings Personnel Department at 415-565-4703 to obtain a required employment application and detailed job description. Filing deadline 6/05/92.

An Equal Employment Opportunity Employer

Belmont Abbey College RESIDENT DIRECTOR

Belmont Abbey College, a 4-year Catholic, Benedictine, Liberal Arts College announces an anticipated opening (July 26, 1992) for a live-in Resident Director of a co-ed Residence Hall. The position involves a combination of a previous search and will remain open until the position is filled. Belmont Abbey College is an Affirmative Action, Equal Opportunity Employer.

Qualifications: Graduate from an accredited law school with a Juris Doctor Degree; membership in a state bar in the United States is required; preferably membership in the California State Bar. A minimum of three years of progressively responsible instructional, administrative and counseling experience with involved working with persons from ethnic minority and disadvantaged backgrounds in an institution of higher education, preferably a law or other professional school.

Mathematics/Natural Sciences: Division Chair, Tenure-track, faculty position available August 10, 1992. Division Chair for Mathematics and Natural Sciences in the Department of Mathematics and Natural Sciences. Teaching assignments include: calculus, discrete mathematics and probability. Requires master's degree in mathematics or mathematics education. College teaching experience preferred. Applications from women and minorities are encouraged. Send letter of application, vita, transcripts and three letters of recommendation to: Cynthia D. Geoffrey, Acting Head, Department of Developmental Studies, Armstrong State College, Savannah, Georgia 31419. Application deadline is June 30, 1992. AA/EEOE. Georgia is an Open Records Law State.

Mathematics: Faculty, tenure-track position available August 20, 1992. Teaching assignments include: developmental and technical mathematics. Master's and 1 year's teaching experience required. Send letter of application, vita, transcripts and three letters of recommendation to: Ruth Gorman, Montgomery County Community College, P.O. Box 600, Blue Bell, Pennsylvania 19002. AA/EEOE.

THE COLLEGE BOARD

Associate Director of
 Financial Aid Services
 Western Regional Office

Founded in 1900, the College Board is a national nonprofit membership association of more than 2,800 colleges and universities, secondary schools, systems of higher and secondary education, and educational associations and agencies.

The Associate Director will serve as a highly visible resource leader who initiates activities and is responsive to questions and requests for assistance in dealing with issues related to financing postsecondary education. This position requires extensive travel within the region to promote CSS services and to provide training for school guidance counselors, agency staff, and financial aid administrators. In-depth knowledge of federal and state student aid programs, the financial aid application process, need analysis, student loan processing, and student aid delivery system is required. The Associate Director will have defined responsibilities for marketing products and services which the College Scholarship Service has developed to assist in the delivery of student financial aid.

The successful candidate should have a thorough knowledge of the principles and contemporary practices of student financial aid and student loan program administration; excellent communication skills, both verbal and written; three to five years of experience in an area directly related to student financial aid, student loan, or state agency responsibilities; and experience in associational relations and/or marketing/promotion preferred.

The salary is competitive and employee benefits are superior. Please send resume with references before June 8, 1992, to:

Mr. Richard Pasquel
 Regional Executive Director
 The College Board
 Suite 480
 2099 Gateway Place
 San Jose, CA 95110-1017

The College Board is dedicated to the principle of equal opportunity, and its programs, services, and employment policies are guided by that principle.

Chief, Section of Hematology/Oncology: LSU Medical Center-Shreveport, P.O. Box 1952, Shreveport, Louisiana 71103-1952. Equal Employment Opportunity, Affirmative Action Employer.

Medical/Clinical Assistant: Scientific, Clinical, and Administrative positions. Candidates must have an M.D., Ph.D., and 1-2 years postdoctoral experience including culture of tissue, cell culture, protein purification, cloning and gene transfer techniques. Salary \$30K plus benefits. Apply to: Dr. J. K. Kasper, Institute of Cardiology, 111 West 10th Street, Indianapolis, Indiana 46202.

Music Director of Orchestra: (one-year appointment), nine-month position beginning fall 1992. Conduct the Ohio University Symphony Orchestra. Teaching in other areas to be determined by departmental needs and the candidate's training and experience. Responsibilities in program development and recruitment of students. Master's degree required, doctorate preferred. Documented experience of successful college-level orchestral conducting. Evidence of outstanding musicianship and musical accomplishment, involvement in professional organizations and events. Salary of \$30,000-\$35,000 plus competitive benefits package. Send letter of application, curriculum vitae, and at least three recent letters of recommendation, to: Chair, Search Committee, School of Music, Ohio University, Athens, Ohio 45701. Application deadline: May 21, 1992.

Medicine: Hematology/Oncology Fellowship Training Program. The Hematology/Oncology Fellowship Program at Louisiana State University Medical Center-Shreveport is a three-year program providing training to become Board certified in Oncology and Hematology. The first year is spent on the Oncology service and the second and third years are spent on the Hematology service at the University Hospital and the VAMC. The second year consists of six months of clinical studies and six months of research investigation. The third year consists of six months of clinical studies and six months of research investigation. The program is supervised by Dr. Donald C. Brown, Chairman, Department of Medicine, Louisiana State University Medical Center, Shreveport, Louisiana 71103.

displaced persons are encouraged to identify themselves.

Nutrition Co-Investigator, Kentucky State University, Ft.D. in quality Administration. At least one year professional experience in business position. Expertise in calcium metabolism.

Demile reputation. Send letter of application, vita, transcripts, and reference letters to: Donald Weatherman, Chair, Phisop, Search Committee, Arkansas College, Fayetteville, Arkansas 72701. Applications will begin May 29 and will continue until the position is filled. BOBA.

ASSOCIATE DEAN EXTERNAL AFFAIRS THE WHARTON SCHOOL UNIVERSITY OF PENNSYLVANIA

The Wharton School of the University of Pennsylvania is widely regarded as a leader in preparing students to succeed in a globally-competitive business environment. The school is committed to advancing the knowledge and understanding of global business and management issues. Through its curriculum, research, faculty and student activities, and its affiliations with other institutions, corporations and alumni, the Wharton School is dedicated to making an impact on the practice of management worldwide. Wharton offers undergraduate, master's and doctoral degrees, as well as executive education programs. The School has 11 academic departments and units, 22 research centers, and three specialized education programs. The standing faculty numbers 180.

The School has nearly 5,000 students enrolled in its various degree programs including 2,370 full time undergraduates, 1,575 in the M.B.A. program, 200 in the Executive M.B.A. program and 250 in doctoral programs. In addition, 4,700 people participate in the School's executive education programs. The standing faculty numbers 180.

The Associate Dean of External Affairs oversees the development, publications, public relations, alumni relations, and corporate relations programs of the Wharton School. The division produces all major school publications, handles local, national and international press contacts, oversees accreditation programs, oversees 200 corporations, and manages multiple major events each year. The School is currently in a \$200 million campaign. The Associate Dean represents the School in a wide variety of external and university-wide activities.

The ideal candidate will possess over ten years of successful fund raising and public relations experience. In addition, outstanding leadership and planning skills are required. Prior experience in a major, private research university is highly desirable.

Interested candidates should submit a letter of interest and resume by June 6, 1992, to Dr. James C. Hesse, Executive Vice President, Diversified Search, Inc., One Commerce Square, 2005 Market Street, Philadelphia, PA 19103. The University of Pennsylvania is an affirmative action, equal opportunity employer. Women and minority candidates are especially encouraged to apply.



The Wharton School of the University of Pennsylvania

Associate Dean for Research, Graduate and International Programs

Montana College of Mineral Science and Technology (Montana Tech) invites applicants for the position of Associate Dean for Research, Graduate and International Programs. Montana Tech is a mineral energy-oriented engineering and science college situated in the Rockies midway between Yellowstone and Waterton-Glacier National Parks. Approximately 1800 students attend the College with two-thirds seeking baccalaureate degrees in one of the seven engineering programs on campus. In 1987, Montana Tech received national recognition in *U.S. News & World Report* as the best smaller comprehensive science and technology institution in America.

The Associate Dean for Research, Graduate and International Programs is responsible for the administration of all aspects of research and graduate study including management of the Office of Research and the Graduate School; support for international programs; administration of the Montana Minerals Research Institute and oversight of the Center for Materials Processing. The Associate Dean reports to the Vice President for Academic Affairs and Research.

Candidates must have a record of scholarly achievements, research program administration, commitment to excellence in research and teaching, appropriate administrative skills and effective leadership. Background should be commensurate with appointment to faculty rank at Montana Tech. Salary commensurate with experience and area desired. Salary will be dependent on qualifications and experience.

Send letter of application, complete resume, transcript, and the names, addresses, and phone numbers of three current references to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

Research/Chemistry Research Associate
The candidate must conduct independent research in fields of polymer characterization and study of properties of polymer and micellar solutions; must demonstrate experimental and theoretical knowledge of light scattering, both static and dynamic; must have working knowledge of chromatography, both size exclusion and ion exchange; must have working knowledge of spectroscopy, including UV, IR, DSC, and NMR; must have experience in polymer synthesis with a special emphasis on surface-chemical synthesis for following the kinetics of the reaction, and experience with scientific computer programming, including BASIC and other appropriate computer languages. Ph.D. in chemistry plus three years of research experience, 40 hours/week. Salary \$20,000/year. Apply to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

Research/Computer Engineering Research Assistant I, II, or III in Microsystem Technology Laboratory (2 positions). A minimum of a Bachelor's degree in Electrical Engineering or Computer Science is required. Computer is a relevant engineering field.

Research/Chemistry Research Associate
The candidate must conduct independent research in fields of polymer characterization and study of properties of polymer and micellar solutions; must demonstrate experimental and theoretical knowledge of light scattering, both static and dynamic; must have working knowledge of chromatography, both size exclusion and ion exchange; must have working knowledge of spectroscopy, including UV, IR, DSC, and NMR; must have experience in polymer synthesis with a special emphasis on surface-chemical synthesis for following the kinetics of the reaction, and experience with scientific computer programming, including BASIC and other appropriate computer languages. Ph.D. in chemistry plus three years of research experience, 40 hours/week. Salary \$20,000/year. Apply to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

Research/Chemistry Research Associate
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EXECUTIVE DIRECTOR FOR STUDENT SERVICES

The University of Texas Health Science Center at San Antonio

The University of Texas Health Science Center at San Antonio (UTHSCSA), a component of the University of Texas System, is comprised of five schools (Allied Health, Dentistry, Graduate School of Biomedical Sciences, Medicine, and Nursing), having a combined student population of approximately 2,500 students.

The Executive Director reports directly to the Vice President for Academic Affairs. The Executive Director is responsible for providing leadership and administrative direction for all student services, including the Registrar, Financial Aid, Counseling, Student Health, Clinical Publications, and Faculty Scholarship.

Qualifications:

- Earned doctorate in an appropriate field
- Strong interpersonal skills and an ability to relate to students, staff, and faculty in a multi-cultural environment
- Significant prior responsibility for responsible and relevant administrative and supervisory experience in areas related to this position in higher education, preferably in a complex health science center setting

Salary and Benefits: Competitive and commensurate with experience and credentials. Twelve-month appointment.

Position Available: September 1992.

Deadline and Nomination/Application Procedure: All application materials must be postmarked on or before June 15, 1992. Materials must include evidence of qualifications, a curriculum vitae, and list of references. Please send this material to:

Chairperson, Search Committee
Executive Director, Student Services
UTHSCSA
Department of Human Resources
2703 Floyd Curl Drive
San Antonio, Texas 78244-7772

UTHSCSA is an Affirmative Action and Equal Opportunity Employer.

DEAN

COLLEGE OF BUSINESS AND COMMERCE

Livingston University invites applications and nominations for the position of Dean of the College of Business and Commerce. Livingston University is a small state supported, general baccalaureate institution with an enrollment of 2,000 students. The University is located in West Central Alabama and is within easy driving distance of metropolitan areas. The University has a College of General Studies, a College of Education/Graduate School, and a College of Business and Commerce.

The Dean of the College of Business and Commerce is responsible for the implementation and administration of all facets of the College. Duties include program development and evaluation, faculty development, and budgetary planning and administration. The Dean reports directly to the Vice President for Academic Affairs.

Candidates must have a terminal degree in an academic discipline of the College of Business and Commerce and commitment to excellence in teaching. Creative leadership, effective communication skills and the ability for team oriented decision-making are qualities expected for the successful candidate.

The anticipated starting date for this position is September 1, 1992. The deadline for complete applications is July 15, 1992. Minority applicants are encouraged. No exceptions application can be considered. Applications with resume, at least three letters of reference, and transcripts of all college work should be forwarded to:

Search Committee—Dean, College of Business
c/o Office of the Vice President for Academic Affairs
Livingston University
Livingston, Alabama 35470

Livingston University is an equal opportunity employer with an affirmative action program.

Research/Chemistry Research Associate
The candidate must conduct independent research in fields of polymer characterization and study of properties of polymer and micellar solutions; must demonstrate experimental and theoretical knowledge of light scattering, both static and dynamic; must have working knowledge of chromatography, both size exclusion and ion exchange; must have working knowledge of spectroscopy, including UV, IR, DSC, and NMR; must have experience in polymer synthesis with a special emphasis on surface-chemical synthesis for following the kinetics of the reaction, and experience with scientific computer programming, including BASIC and other appropriate computer languages. Ph.D. in chemistry plus three years of research experience, 40 hours/week. Salary \$20,000/year. Apply to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

Research/Chemistry Research Associate
The candidate must conduct independent research in fields of polymer characterization and study of properties of polymer and micellar solutions; must demonstrate experimental and theoretical knowledge of light scattering, both static and dynamic; must have working knowledge of chromatography, both size exclusion and ion exchange; must have working knowledge of spectroscopy, including UV, IR, DSC, and NMR; must have experience in polymer synthesis with a special emphasis on surface-chemical synthesis for following the kinetics of the reaction, and experience with scientific computer programming, including BASIC and other appropriate computer languages. Ph.D. in chemistry plus three years of research experience, 40 hours/week. Salary \$20,000/year. Apply to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

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BRADLEY UNIVERSITY

VICE PRESIDENT FOR ADVANCEMENT

Applications and nominations are invited for the position of Vice President for Advancement. The Vice President is responsible for providing leadership, broad policy guidance and executive direction to the development and university relations program at Bradley. The Vice President reports directly to the President and serves as a member of the President's executive committee.

Bradley University is a private, non-sectarian university committed to excellence in undergraduate education. Founded in 1897, Bradley is a medium-size university with approximately 5,000 undergraduate and 900 graduate students. The 200 full-time faculty members are devoted to the highest quality of classroom instruction and to significant levels of professional research and publication. The university offers more than 60 academic majors through its five undergraduate colleges: Business Administration, Communications and Fine Arts, Education and Health Sciences, Engineering and Technology, and Liberal Arts and Sciences. In addition, the Graduate School offers over 20 master's degree programs. Bradley's residential campus is located in Peoria, Illinois. It is the only university in this major industrial and commercial metropolitan region of 340,000 people.

A baccalaureate degree and a substantial, sustained record of success in the management of development activities, preferably at a major university, are required. The successful candidate is expected to have proven leadership ability, strong management, communication and interpersonal skills, and the personal characteristics enabling effective interaction with alumni, faculty, staff, the members of governing and advisory boards, and prospective major donors and their prospective advisors.

The position is available immediately. Screening of applicants and nominees will begin immediately and will continue until the position is filled.

Nominations and applicants should send a letter expressing interest to the Vice President for Advancement Search Committee, c/o Mr. Gary Anna, Chairman, Bradley University, Peoria, IL 61625; (319) 677-3150. Application should include a curriculum vitae and the names, addresses and telephone numbers of five references.

Minorities and women are encouraged to apply.

Bradley University is an Equal Opportunity, Affirmative Action Employer.

ASSISTANT VICE PRESIDENT and DIRECTOR, EQUAL OPPORTUNITY

The University of North Texas (UNT) is requesting applications for the position of Assistant Vice President for Institutional Development and Equal Opportunity. The individual reports to the President of UNT/Chancellor of UNT-Texas College of Osteopathic Medicine, and works on a daily basis with the Vice President, Administrative Affairs.

Essential functions of the position: developing and maintaining a strategic Affirmative Action Plan; preparing Federal and State detailed statistical data; investigating and resolving discrimination and harassment disputes; conducting EEO/AA related training programs; implementing data collection, auditing and reporting systems; developing AA goals and timetables for the total university; monitoring recruitment, retention, transfer and promotion of all employees; knowledge of E.O. 11246, Titles VI, VII and IX, Rehabilitation Act, C.R.A. 1991, ADEA and ADA is preferred. The proven ability to work effectively with university personnel and students as well as experience in resolving complaints and/or grievances is required. Sensitivity to the problems of the protected status groups and knowledge of the civil rights laws as they pertain to higher education are also required.

A master's degree in human resource management or related field and a minimum of five years of administrative action experience are required. Equivalent combinations of education and experience may substitute for the stated qualifications.

The University of North Texas is the fourth largest institution of higher education in the State of Texas, with 27,000+ students. It is a comprehensive research institution located in Denton, Texas, which is 35 miles north of both Dallas and Fort Worth.

Position is available effective immediately. Salary commensurate with qualifications, full benefits. Send letter of application and resume to:

Director of Personnel
University of North Texas
P. O. Box 13497
Denton, Texas 76203

Applications will be reviewed beginning June 1, 1992 and will continue until position is filled.

THE UNIVERSITY OF NORTH TEXAS IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER AND IS COMMITTED TO THE EMPLOYMENT OF WOMEN, MINORITIES AND THE DISABLED.

Research/Chemistry Research Associate
The candidate must conduct independent research in fields of polymer characterization and study of properties of polymer and micellar solutions; must demonstrate experimental and theoretical knowledge of light scattering, both static and dynamic; must have working knowledge of chromatography, both size exclusion and ion exchange; must have working knowledge of spectroscopy, including UV, IR, DSC, and NMR; must have experience in polymer synthesis with a special emphasis on surface-chemical synthesis for following the kinetics of the reaction, and experience with scientific computer programming, including BASIC and other appropriate computer languages. Ph.D. in chemistry plus three years of research experience, 40 hours/week. Salary \$20,000/year. Apply to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

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University of San Diego

VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

The University of San Diego invites applications and nominations for the position of Vice President for Academic Affairs and Provost.

THE UNIVERSITY: The University of San Diego is an accredited, coeducational, independent, Catholic university founded in 1949. USD offers a wide range of academic and professional programs to 6000 students at the graduate and undergraduate levels in a College of Arts and Sciences and four professional schools including Business Administration, Education, Law and Nursing. USD considers teaching its highest priority with both scholarship and service to others integral to its mission. It welcomes students, faculty, administration and staff of all races, religions and cultural backgrounds. A five year plan begun in 1989 reflects the consensus of the university community on five distinguishing characteristics: 1) Catholic: Within its commitment to probe the Christian message as proclaimed by the Catholic Church, the University welcomes to its community members whose lives are formed by different traditions and insights, 2) Quality: The development of human, environmental, programmatic and financial resources will be grounded in a commitment to quality as distinguished by high standards of scholarship, teaching, research, and service, 3) Values: Academic integrity, understanding, wisdom, knowledge, passion, justice, courage, temperance and truthfulness are values at the core of the University, 4) Global Diversity: USD is committed to reflecting the cultural pluralism of local and regional populations in which all members welcomed for who they are, and 5) Holism: The University seeks to offer opportunities for intellectual, physical, spiritual, psychological, social, cultural and environmental development of its members.

RESPONSIBILITIES: The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and supporting the University's educational mission. The Vice President for Academic Affairs/Provost and the Vice President for Financial Affairs coordinate the annual budget process of the University as a whole. He or she has broad responsibilities under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

QUALIFICATIONS: Applicants must have an earned doctorate in an academic field with a distinguished record of teaching scholarship and publication as well as extensive academic administrative experience commensurate with an appointment as a senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

STARTING DATE: July 1, 1993.

SALARY: Salary is competitive and determined on the basis of qualifications and experience. APPLICATION: Application letter with vita and 2 letters of reference (names and phone numbers of 4 others) will be received until September 8, 1992 with interview to begin in late October, 1992. Please include a letter, not to exceed two pages, expressing your reasons for interest in this position. Letters of nomination will be received until August 15, 1992. Application or nomination should be submitted to: Darlene A. Penta, Ph.D., Chair, Provost Search Committee, Provost's Office, University of San Diego, Alcalá Park, San Diego, CA 92110; Phone (619) 260-4553; FAX (619) 260-2210.

Equal Opportunity, Affirmative Action Employer.



VICE PRESIDENT FOR FINANCE AND TREASURER

Nominations and applications are invited for the position of Vice President for Finance and Treasurer of Beaver College, a small comprehensive college of approximately 400 employees in suburban Philadelphia. The campus student body of 2,200 is enrolled in undergraduate and graduate day and evening programs for both full- and part-time students. In addition, Beaver operates a large study abroad program serving some 1500 students from throughout the country.

The Vice President for Finance and Treasurer reports directly to the President. As chief financial officer, the individual is expected to provide strong leadership in the sound and enlightened fiscal operation of the institution. The Treasurer plays a central role in the collegial management of the College, and must be able to work collaboratively with all segments of the campus community.

Responsibilities include: fiscal planning; preparation of budget and financial reports; oversight of contracts and grants; domestic and foreign investment; purchasing and inventory control; physical plant; personnel services; and military operations.

Qualifications at least five years' experience in a position of increasing responsibility for budget and fiscal management in higher education or in responsible area; MSA, equivalent degree or CPA preferred; working knowledge of computers and modern management procedures; evidence of effective leadership, management, organization, and communication skills.

Applications please send a letter of application, resume, and names, addresses and phone numbers of five references to:

Dr. Mark Chackack
Assistant to the President
Beaver College
430 S. Easton Road
Clemenside, PA 19038

The Search Committee will begin reviewing applications on June 1, 1992; all applications must be received by June 10. The anticipated starting date is September 1, 1992. Competitive salary commensurate with experience and credentials.

An Affirmative Action, Equal Opportunity Employer

Research/Chemistry Research Associate
The candidate must conduct independent research in fields of polymer characterization and study of properties of polymer and micellar solutions; must demonstrate experimental and theoretical knowledge of light scattering, both static and dynamic; must have working knowledge of chromatography, both size exclusion and ion exchange; must have working knowledge of spectroscopy, including UV, IR, DSC, and NMR; must have experience in polymer synthesis with a special emphasis on surface-chemical synthesis for following the kinetics of the reaction, and experience with scientific computer programming, including BASIC and other appropriate computer languages. Ph.D. in chemistry plus three years of research experience, 40 hours/week. Salary \$20,000/year. Apply to: Dr. Thomas Waring, Vice President for Academic Affairs and Research, Montana Tech, Butte, Montana 59701. Application deadline is June 1, 1992 or until position is filled. EEO/AAE Employer.

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Residence Life: Dodge City Community College is seeking applications for the position of Assistant Director of Residence Life. The chosen candidate will reside on campus and be responsible for all management aspects of five residence halls housing approximately 285 students. Duties include supervising Assistant Managers, Resident Assistants and other staff, student development, social programs, student discipline, budget monitoring, safety and security procedures. Bachelor's Degree required. Master's Degree preferred. Applicants must have excellent written and verbal communication skills. Good organizational skills and the ability to work extended hours nights and weekends. Applicants must enjoy working with college-age students and assisting them with their problems. Previous residence life experience preferred. This is a twelve month position with full fringe benefits. Application review will begin immediately. Positions are available July 1, 1992 and will remain open until filled. To apply submit letter of application, resume, transcripts, application and names and addresses of three references to: Carol Schermerman, Personnel Director, Dodge City Community College, Dodge City, Kansas 67801; 316-222-1321. AA/EEO/DFW.

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VICE PRESIDENT FOR ACADEMIC AFFAIRS

St. John's University • New York

St. John's University invites applications and nominations for the position of Academic Vice President. The individual will report directly to the president, will serve with commitment to the University's mission as chief academic officer, and will be responsible for all academic programs of the University.

St. John's University, founded in 1870 by the Vincentian Community, is a comprehensive national university comprised of ten schools, colleges and institutes. It has campuses in residential Hillcrest, Queens and on Grymes Hill, Staten Island. With an enrollment of more than 19,000 students, St. John's is the largest Catholic university in the United States. The University has sizable international student and faculty populations, as well as a variety of study abroad experiences at both the graduate and undergraduate levels.

Preferred qualifications include:

- An earned doctorate
- A record of scholarly achievement and teaching success on the graduate and undergraduate levels
- A commitment to collegiality in decision making and to faculty development
- A proven record of accomplishment as a senior academic administrator
- An experience in working effectively with diverse student populations
- An understanding of and sensitivity to the mission of the University



Bethany

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT & DEAN OF ADMISSION

The Position

The Vice President for Enrollment Management and Dean of Admission is an executive level position reporting directly to the President. This person is responsible for admission, financial aid, and retention. Bethany College offers a highly competitive salary and benefit package.

Preferred Qualifications

Bethany seeks candidates who have skills in organization and implementation, data analysis, budget management, and a thorough knowledge of admission and student financial aid policies and regulations. Strong communication and interpersonal skills, as well as the ability to operate within a team-oriented environment, are essential. Proven success in a liberal arts institution is preferred.

Bethany College

Bethany, a private, selective, four-year, residential liberal arts college, is located in the northern panhandle of West Virginia, less than an hour from Pittsburgh, Pa. Founded in 1840, Bethany is the Mountain State's oldest degree-granting institution of higher learning. Bethany College is a Carnegie Foundation Liberal Arts I institution. Bethany's student body is comprised of students from over 30 states and 17 foreign countries. Located in a designated historic district, Bethany College has five National Register buildings on College property.

Application Procedure

A letter of application, or nomination, should be sent to: President's Office, Bethany College, Bethany, WV 26032. The processing of applications will begin in mid-June.

Bethany College is an equal opportunity employer.

Bethany College

Established 1840 • Bethany, West Virginia

Assistant Vice Chancellor for Development

The University of Tennessee, Knoxville

Campus Development

Responsibilities

The University of Tennessee, Knoxville is seeking two assistant Vice Chancellors to work in the area of major gifts in the Development Office. These individuals will report to the Vice Chancellor for Development and Alumni Affairs. Primary responsibilities will include the identification, evaluation, cultivation and solicitation of major gifts prospects in cooperation with deans, other senior administrators and college development directors. Extensive and extended travel, long hours and weekends involved.

Qualifications

B.S. degree required. Excellent oral and written communication skills necessary. Administrative experience in public higher education preferred. Demonstrated leadership abilities and organizational skills necessary. Must have proven ability to work as a team player. Experience in working with volunteers desirable. Experience in institutional advancement or related field helpful. Knowledge of fund-raising concepts and strategies necessary to cultivate and secure major gifts helpful. Exceptionally high level of maturity and judgment necessary. The successful candidates will have an understanding of and demonstrated commitment to equal employment opportunity and affirmative action.

Applications will be reviewed beginning June 1, 1992 and will continue until the position is filled.

To Apply: Send letter of application, résumé, and the names/addresses of three references to:

Mr. Jack R. Williams
Vice Chancellor for Development and Alumni Affairs
The University of Tennessee, Knoxville
405 Arts Hall Tower
Knoxville, TN 37996-0142

UTK is an EEO/AA, Title IX, Section 504, ADA Employer

Spanish Assistant Professor of Spanish, tenure-track subject to position approval and funding, beginning August 1, 1992. Specialist in Spanish-American literature and culture, especially the novel. Minimum qualifications: Ph.D. in Spanish Language and Literature; fluency in Spanish and English; excellent oral and written communication skills; background in Latin-American studies; demonstrated teaching experience in the classroom; and a demonstrated commitment to equal employment opportunity and affirmative action. Applications will be reviewed beginning June 1, 1992 and will continue until the position is filled. To Apply: Send letter of application, résumé, and the names/addresses of three references to:

Mr. Jack R. Williams
Vice Chancellor for Development and Alumni Affairs
The University of Tennessee, Knoxville
405 Arts Hall Tower
Knoxville, TN 37996-0142



VICE CHANCELLOR FOR ACADEMIC AFFAIRS

University of Hawaii at Hilo

The University of Hawaii at Hilo (UHilo), on the island of Hawaii, consists of the Colleges of Arts and Sciences, Agriculture, Continuing Education, and Community Services, and the Office of Student Services. Approximately 2,800 students of diverse cultural and educational backgrounds are enrolled. The Vice Chancellor for Academic Affairs is part of the Senior Vice-President and Chancellor's Office and provides the executive leadership in assisting and advising the Senior Vice-President and Chancellor in the overall planning, organizing, and management of academic programs. The Vice Chancellor for Academic Affairs is responsible for developing and planning institutional and academic programs, academic budgeting and resource allocation; supervising faculty and staff development programs; and federal grant program administration; monitoring academic personnel actions and transactions; and participating in academic personnel policy development and negotiation. In addition to working with college units at UHilo and the University System, he/she maintains liaison with external groups and agencies (e.g., Congress, State Legislature, Department of Education) on academic programs.

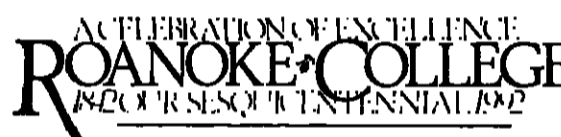
MINIMUM QUALIFICATIONS: Earned doctorate or appropriate terminal degree from an accredited institution in a discipline appropriate to a liberal arts college with selected professional programs; experience and qualifications consistent with appointment to senior level position; minimum of five years' experience in college program administration; excellent oral and written communication skills; experience with and commitment to the mission of a liberal arts college with professional programs in a multicultural setting.

APPLICATIONS: Submit letter of application describing how each of the minimum qualifications are met, current résumé, and the names, addresses and telephone numbers of at least three (3) professional references to: Audrey S. Furekawa, Assistant to the Chancellor, University of Hawaii at Hilo, Hilo, HI 96720-4051.

INQUIRIES: (808) 933-3590

ACQUISITION DEADLINE: Postmarked no later than June 30, 1992.

AN EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.



VICE PRESIDENT RESOURCE DEVELOPMENT

Roanoke College, founded in 1840 by two Lutheran pastors, has long maintained a tradition of educating men and women to the highest of academic standards. Its students have been leaders in the U.S. Navy and World War II as well as in the U.S. Army and Air Force. Roanoke College is located in Salem, Virginia, a few minutes from the city of Roanoke, whose metropolitan population is 230,000. Roanoke College is a private, selective, four-year, residential liberal arts college enrolling 1,700 students. The College confers Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees.

The position of Vice President, Resource Development, reports to the President of the College and would be an integral member of the President's Cabinet. The successful candidate should have senior level development management experience, as well as a strong background in organizing and successfully executing fundraising campaigns and major solicitations. Requirements include a Bachelor's degree and a minimum of 8 years of development experience. Prior experience in a small church-related or small college setting desirable, but not a requirement. Salary commensurate with experience.

Inquiries, nominations, and applications to be submitted by June 1, 1992, should be directed in confidence to:

Elizabeth Curtis Smith, Vice President
Director of Development
The Sheridan Group
2715 South Lake Street
Arlington, Virginia 22206
703-931-9770 phone; 703-931-8249 fax

Roanoke College is an Affirmative Action, Equal Opportunity Employer.

Memphis, Hawaii 96822; telephone 808-938-4176. Deadline: June 1, 1992.

Spanish: The Department of Languages, Literature and International Affairs at New Mexico Highlands University is seeking applicants for a tenure-track position. Assistant or Associate Professor of Spanish. Department Head to begin August 1992. Responsibilities include: teaching Spanish to upper-level students, holding office hours, advising students, serving on faculty or University committees, and scholarly activity. The normal full-time teaching load is 12 credit hours per semester, although the teaching load is adjusted to 9 credit hours per semester for department head duties. Qualifications: Ph.D. in Peninsular Literature and History is preferred. Fluency in Spanish and English required. Administrative experience and demonstrated ability in language teaching and research related to Peninsular Literature, Teaching of Spanish, and/or International Affairs are desired. Experience in Linguistics, Multiculturalism, and/or Hispanic Studies is a plus. Salary commensurate with experience. Application Deadline: June 15, 1992. Send letter of application, current vita, transcripts, and the names, addresses, and telephone numbers of three references to: Dr. David Lovett, Search Chair and Department Head, Department of Languages, Literature and International Affairs, New Mexico Highlands University, 220 Van Vleet Oval, Durango, Colorado 81301-9260. Women and minorities are encouraged to apply. The University of Oklahoma is an Equal Opportunity, Affirmative Action Employer. The University has a policy of equal opportunity to all persons regardless of race, sex, age, or disability.

Special Education: The Department of Professional Education at West Liberty State College is seeking a full-time, tenure-track Assistant Professor or Associate Professor to teach and supervise students in the field of Special Education. The successful candidate will be responsible for the supervision of student teachers in the field of Special Education. A Ph.D. or Ed.S. with certification in Special Education (MI) and a valid teaching certificate is required. Coursework in educational administration and supervision along with a minimum of 3-5 years' teaching experience in elementary and/or secondary classrooms and college teaching and administrative experience is desired. Rank and salary dependent upon experience and credentials. Application Deadline: June 15, 1992. Send letter of application, curriculum vitae, and at least 3 letters of recommendation to: Chairperson, Search Committee, Professional Education Department, 104 Showell Hall, West Liberty State College, West Liberty, WV 26060. Women and minorities are encouraged to apply.

Special Education Teacher: The Department of Professional Education at West Liberty State College is seeking a full-time, tenure-track Assistant Professor or Associate Professor to teach and supervise students in the field of Special Education. The successful candidate will be responsible for the supervision of student teachers in the field of Special Education. A Ph.D. or Ed.S. with certification in Special Education (MI) and a valid teaching certificate is required. Coursework in educational administration and supervision along with a minimum of 3-5 years' teaching experience in elementary and/or secondary classrooms and college teaching and administrative experience is desired. Rank and salary dependent upon experience and credentials. Application Deadline: June 15, 1992. Send letter of application, curriculum vitae, and at least 3 letters of recommendation to: Chairperson, Search Committee, Professional Education Department, 104 Showell Hall, West Liberty State College, West Liberty, WV 26060. Women and minorities are encouraged to apply.



VICE PRESIDENT FOR SCIENTIFIC AFFAIRS

The Henry M. Jackson Foundation for the Advancement of Military Medicine invites applications for the position of Vice President for Scientific Affairs. The Foundation is a not-for-profit, private corporation which is affiliated with the Uniformed Services University of the Health Sciences (USUHS), a Department of Defense medical university whose primary mission is to provide high-quality, career-oriented military and public health service physicians and scientists.

The Foundation assists the Uniformed Services University through a variety of programs including support for research and management of endowment funds, special research programs and other projects. It carries out medical research and education programs under cooperative arrangements with the USUHS and provides the focus for interchange for the USUHS with private industry for research and development agreements and for technology transfer programs. In addition the Foundation participates directly with other federal agencies, not-for-profit corporations, universities and private industry to conduct a wide variety of research programs all focused on integration of military and civilian medical science for the advancement of military medicine.

For this position the Foundation is seeking an energetic individual with a broad scientific background and thorough knowledge of university level academics, medical scientific research, technology transfer, and basic and clinical sciences. Applicants must have demonstrated success and proven abilities to work with academic institutions and diverse constituencies, and to communicate effectively with department chairs and faculty, business and industry representatives and government officials. The applicant must possess a doctorate in medicine or a related field. Experience and knowledge in institutional cooperative programs and an understanding of the needs of medicine and medical science within the military would be advantageous.

The incumbent will serve as the chief scientific officer, Vice President and Deputy Director for the Foundation and will participate in the overall planning, management and operations of the Foundation. The selected individual will work with and for the President of the Foundation to foster the goals of the Foundation and will act on behalf of the President.

Review of applications and nominations will begin on June 1, 1992 and will continue until the position is filled with an anticipated appointment date of August 1, 1992. Applications and nominations should be forwarded by letter with a current curriculum vitae and a list of three references to:

President
Henry M. Jackson Foundation
for the Advancement of Military Medicine
1401 Rockville Pike, Suite 800
Rockville, Maryland 20852



Executive Vice President and Provost

The Search Committee of Michigan Technological University invites nominations and applications for the position of Executive Vice President and Provost. Michigan Technological University, one of Michigan's four nationally recognized research universities, has an established reputation in engineering and science education. Located in the Upper Peninsula, Michigan Technological University is a public institution consisting of approximately 350 teaching faculty, 1,000 staff, and more than 6,000 students enrolled in undergraduate and graduate courses of study.

The Executive Vice President and Provost will serve as the chief operating officer responsible for all academic, research, and student services, and University operations. In the absence of the President, the Executive Vice President and Provost will act as the executive officer.

The Search Committee will seek evidence of the following:

- leadership ability in academic and administrative affairs
- ability to communicate and interact with the faculty, staff, students, and administrators
- scholarly achievement
- understanding the mission of a technological university
- ability to foster broad participation in the continuous improvement of programs
- budgeting and management ability

Candidates should have an earned doctorate, experience in academic and business administration, and a commitment to affirmative action and diversity.

Applications, nominations, or inquiries should be directed to:

Search Committee
Executive Vice President and Provost
Personal Services: Laura Alexander
Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931-1295

The Search Committee will begin reviewing applications immediately and will accept applications until the position is filled. Applications from women and minorities are encouraged.

Michigan Technological University is an equal opportunity employer, affirmative action employer and equal opportunity institution.

teaching certificate is required. Coursework in educational administration and supervision along with a minimum of 3-5 years' teaching experience in elementary and/or secondary classrooms and college teaching and administrative experience is desired. Rank and salary dependent upon experience and credentials. Application Deadline: June 15, 1992. Send letter of application, curriculum vitae, and at least 3 letters of recommendation to: Chairperson, Search Committee, Professional Education Department, 104 Showell Hall, West Liberty State College, West Liberty, WV 26060. Women and minorities are encouraged to apply.

Special Education Teacher: The Department of Professional Education at West Liberty State College is seeking a full-time, tenure-track Assistant Professor or Associate Professor to teach and supervise students in the field of Special Education. The successful candidate will be responsible for the supervision of student teachers in the field of Special Education. A Ph.D. or Ed.S. with certification in Special Education (MI) and a valid teaching certificate is required. Coursework in educational administration and supervision along with a minimum of 3-5 years' teaching experience in elementary and/or secondary classrooms and college teaching and administrative experience is desired. Rank and salary dependent upon experience and credentials. Application Deadline: June 15, 1992. Send letter of application, curriculum vitae, and at least 3 letters of recommendation to: Chairperson, Search Committee, Professional Education Department, 104 Showell Hall, West Liberty State College, West Liberty, WV 26060. Women and minorities are encouraged to apply.



PROVOST

SOUTHEAST MISSOURI STATE UNIVERSITY is a comprehensive regional institution fully accredited with the North Central Association of Colleges and Schools and the only senior institution of higher learning in the state of Missouri. The University consists of 780 acres situated on a hill overlooking the city of Cape Girardeau and the Mississippi River. During the 1991 fall semester, 8,000 students were enrolled in programs leading to bachelor's, master's, and specialist degrees. A newly created general education program has received national recognition, and the teacher education program was recently identified as one of the best in the nation. AASCU program for improving teacher education for innovative curriculum development. The University continues excellence throughout the academic division.

THE POSITION: The Provost is the chief academic officer of the University. As the President's first delegate, the Provost has overall responsibility for the overall administration of the academic division and is charged with promoting academic excellence among faculty and staff. Major responsibilities of the Provost include: developing and coordinating University planning; overseeing faculty recruitment, development, and employment; creating a supportive academic environment; and stimulating research in the academic/cultural environment; and stimulating research in the academic/cultural environment; and stimulating research in the academic/cultural environment.

QUALIFICATIONS: Candidates for the position must hold an earned doctorate from an accredited university; demonstrate a successful record of achievement in teaching and scholarship; and possess a minimum of 10 years of experience in an academic administrative position at a comprehensive university. All candidates will be judged on the basis of academic leadership within the context of a decentralized mode of collegial decision making and demonstrated skills in developing good working relationships with people from diverse backgrounds. Candidates must demonstrate knowledge of and experience with comprehensive academic planning, evaluation, and resource allocation, and must be effective as a campus spokesperson. It is essential that the candidate be committed to the success of the University as well as the University goal of increasing its role, culture, and international diversity.

SALARY AND BENEFITS: are competitive and commensurate with experience and credentials.

POSITION: will be vacant July 1, 1992, and will be filled as soon as possible thereafter.

NOMINATION DEADLINE: Nominations must be submitted not later than June 15, 1992, to the address listed below.

APPLICATION PROCEDURE: Review of materials will begin on June 15, 1992, and continue until the position is filled. Applicants should send a letter of interest which shows evidence of the qualifications listed above, a curriculum vitae, and the names, addresses, and telephone numbers of five references to: Kala M. Stroup, President, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701.

Southeast Missouri State University is an Affirmative Action/Equal Opportunity Employer and encourages nominations and applications of women and minorities.

Vice President for College Relations

ST. OLAF COLLEGE

St. Olaf College, a distinguished liberal arts institution of the Evangelical Lutheran Church in America, seeks a strong, creative individual with proven leadership skills to serve as its chief officer for all external affairs including fundraising and development. The Vice President for College Relations will work directly with the President and is responsible for advice and recommendation to the President for effective work in institutional advancement, in cooperation with the college's other vice presidents.

The Vice President supervises those who direct the activities associated with annual giving and special campaigns, parent and alumni programs, the development of new programs, and government and foundation relations. The Vice President also is responsible for the effective coordination of all information and public relations endeavors, for public functions and public events, for the work of the application of music organizations, and for radio station WCOL, a station of National Public Radio.

Nominations and applications should be sent by June 22, 1992. Applications should include a résumé or curriculum vitae, names of several references, and should be sent to:

Office of the President
St. Olaf College
1520 St. Olaf Avenue
Northfield, MN 55057-1098

An Equal Opportunity, Affirmative Action Employer

Statistics/Statistical Analysis (II): Twelve-month non-tenure track position with a multidisciplinary research program in agriculture. Responsibilities are to provide statistical assistance to faculty/staff members in their research in Agriculture, Economics, Animal Science, Home Economics, and Plant Science. Requirements: A Ph.D. in statistics or a related field with emphasis and interest in agricultural research is preferred. A candidate with a Master's degree in statistics and with considerable research experience will be considered. Experience in statistical analysis and computer application is required. Must be familiar with computer programming and have knowledge of software packages widely used in statistics.

Statistics/Statistical Analysis (I): Twelve-month non-tenure track position with a multidisciplinary research program in agriculture. Responsibilities are to provide statistical assistance to faculty/staff members in their research in Agriculture, Economics, Animal Science, Home Economics, and Plant Science. Requirements: A Ph.D. in statistics or a related field with emphasis and interest in agricultural research is preferred. A candidate with a Master's degree in statistics and with considerable research experience will be considered. Experience in statistical analysis and computer application is required. Must be familiar with computer programming and have knowledge of software packages widely used in statistics.

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Vice President for Academic Affairs and International Programs

American Association of State Colleges and Universities

Position Description

The Vice President for Academic Affairs and International Programs will provide leadership, advocacy, policy development and programs in academic affairs, international programs, teacher education and related areas. The Vice President reports to the President and will provide direction and oversight for the following activities of the Association:

- Assist the chief academic officers of member campuses in developing comprehensive approaches to the critical academic issues facing their institutions
- Further develop and implement AASCU's action agenda for presidential leadership in redesign and renewal of teacher education programs
- Provide leadership and assistance to member institutions as they internationalize their campuses
- Help member institutions develop and implement academic, student and research exchange programs with higher education institutions throughout the world
- Promote campus diversity, access and education quality for students of all races, physical abilities and socioeconomic backgrounds
- Develop and implement strategies to support and enhance the work of member campuses in urban affairs and rural affairs.

The Vice President will work with member campuses and other national, state and regional policy-makers to promote the contribution of AASCU to the higher education community.

AASCU is an Equal Opportunity Employer, Affirmative Action Employer

butions of AASCU institutions in the above areas and to promote their strength in undergraduate teaching.

Qualifications

- Earned doctorate in an academic discipline.
- A minimum of 5 years of senior-level, campus-based line experience in academic administration in a public, four-year college or university.
- Experience in developing cooperative working relationships with other organizations, and in advocating positions on major issues to internal and external constituencies and decision-makers.
- Proven abilities in oral and written communication, management and supervision, team building and coordination.
- Demonstrated commitment and success in enhancing diversity and opportunities for students of color, students with disabilities, and students disadvantaged socioeconomically.

The position will be available July 1, 1992, at a salary commensurate with qualifications. Screening of candidates will begin June 8, 1992, and continue until the position is filled.

Please send nominations and applications to:
Christina Biting, Executive Assistant to the President
AASCU, One Dupont Circle, Suite 700
Washington, DC 20036-1192.

Secretary of the College

SPELMAN COLLEGE

Atlanta, Georgia

Spelman College, founded in 1881, is a private, historically and predominantly black, non-sectarian, four-year liberal arts college set in a major urban center and a large center of education. It is the oldest historically and predominantly black college for women in the United States, enjoying considerable prestige in the academic community.

We invite applications for the position of Secretary of the College. As an assistant to the President and the principal administrative officer for the Board of Trustees, the Secretary reports directly to the President.

Responsibilities: The Secretary is responsible for preparing the agenda for regular meetings of the Board of Trustees, drafting speeches and advising the President with oral and written reports to the Board and other major college bodies. Additional responsibilities include overseeing all planning of certain major annual events of the College.

As principal administrative officer for the Board of Trustees, the Secretary serves as primary liaison between the President and the President to set agenda and to plan all logistical details associated with Board meetings.

Qualifications: The successful candidate must have a Ph.D. or comparable advanced degree, and a minimum of three to five years of progressively advanced experience in higher education. Must have excellent written and oral communications skills, a demonstrated presence, and strong interpersonal skills. Ability to manage large and complex projects, work under pressure, and oversee concurrent projects necessary. Must have a commitment to and appreciation of the goals and mission of Spelman College.

Applications: Screening of applications will begin immediately and continue until a successful candidate is identified. A letter of application, résumé, three references and a page statement on the applicant's views on the role of historically black colleges in the American system of higher education should be addressed to the Office of Human Resources, Spelman College, 350 Spelman Lane, S.W., Box 1133, Atlanta, Georgia 30314-4399. Compensation: Salary is competitive and commensurate with experience and qualifications. Excellent benefits package including health, dental, life, disability and vision care.

EEO/AA, TITLE IX INSTITUTION

economic/social and biological research.

Salary is negotiable. Send vita, letter of application, 3 letters of recommendation to: Dr. Charles L. Cooper, Cooperative Agricultural Research Program, Tennessee State University, Nashville, Tennessee 37203-1381. Application deadline is June 1, 1992 or until a suitable candidate is identified.

Student Activities/Programs Coordinator.

The University of Idaho Student Activities Program, sponsored by the University of Idaho Activities Board, seeks a full-time, non-tenure track position. The successful candidate will be responsible for planning, monitoring and evaluating student activities and programs. The position involves working with student organizations, leadership development programs, and other student activities. The successful candidate will be responsible for planning, monitoring and evaluating student activities and programs. The position involves working with student organizations, leadership development programs, and other student activities.

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VICE PRESIDENT FOR RESEARCH AND DEAN OF GRADUATE SCHOOL

Applications and nominations are invited for the dual position of Vice President for Research and Dean of the Graduate School at the University of Florida. A part of the State University System, UF is a comprehensive land-grant institution and a member of the Association of American Universities.

DUTIES AND RESPONSIBILITIES: The University's research programs are administered by the Vice President for Research, who reports to the President of the University. Research encompasses the research and creative activity of all programs, departments, institutes, schools and colleges. The Vice President for Research promotes, encourages and supports research throughout the university. In addition, this Vice President helps faculty, staff and student research and creative activity in all areas of institutional activity whether internally or externally funded. The Vice President for Research works closely with the provost, other vice presidents, and with the deans to enhance the university's effectiveness in competing for external funds, national and international awards, fellowships and other recognition related to research and creative activity. Successful candidates will have significant experience and demonstrated success in university-based research environments.

Currently, sponsored research at the University of Florida is administered with an annual operating budget of approximately \$12 million. Annual external awards total approximately \$191 million, of which approximately \$126 million is from state and federal governments. The Dean of the Graduate School has responsibility for graduate student affairs, research degree programs and other issues related to the development of the graduate programs and to the support of graduate faculty throughout the university. Successful candidates will have experience in major university graduate programs and a clear sense of the relationship between graduate programs and research as well as between graduate students and undergraduate instruction.

QUALIFICATIONS: The doctoral or equivalent degree in an appropriate area of specialization and relevant experience are necessary. Successful candidates for the position of Vice President for Research and Dean of the Graduate School will be eligible for a tenured full professorship in a graduate degree granting academic department of the university. Salary will be commensurate with experience and other qualifications. **OTHER INFORMATION:** The search is conducted in accordance with Florida's open meeting and "sunshine" law. Documents and meetings will be open to the public. The University of Florida is an Equal Opportunity, Affirmative Action Employer. Applications should include a current résumé and names, addresses and telephone numbers of at least three references. Nominations and applications should be submitted not later than September 15, 1992, to: Dr. V. Wayne Orm, Chair, Vice President Search Committee, Office of the President, 226 Tigert Hall, University of Florida, Gainesville, FL 32611.

NOMINATIONS & APPLICATIONS: Applications should include a current résumé and names, addresses and telephone numbers of at least three references. Nominations and applications should be submitted not later than September 15, 1992, to: Dr. V. Wayne Orm, Chair, Vice President Search Committee, Office of the President, 226 Tigert Hall, University of Florida, Gainesville, FL 32611.

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PRESIDENT

Richmond College The American International College in London

Richmond College, one of the leading American institutions located outside the U.S., seeks an experienced and highly qualified academic administrator for the post of President and Chief Executive Officer. Founded in 1972, Richmond is an American non-profit international liberal arts university located in London, England.

The university has two London campuses—suburban Richmond for lower-classmen and urban Kensington for upperclassmen—and a study center in Florence, Italy. It has more than 1,000 students, approximately 800 are degree students and 200 are study abroad students from U.S. institutions. The MBA degree, the university's first post-graduate program, will be offered in September, 1992.

Richmond College is a member of the Commission on Higher Education of the Middle States Association of Colleges and Schools and is licensed to confer the BA degree in 13 subject areas and the MBA degree by the Education Licensure Commission of the District of Columbia.

Leading candidates will have a Ph.D. degree, demonstrated leadership skills, and successful experience as president or senior administrator of an American college or university. Academic and administrative experience in international and multicultural settings are desirable. The compensation package is attractive and includes the provision of a splendid president's house. Applicants and nominees are encouraged to submit materials immediately. The position is available January 1993. All inquiries, which will be held in absolute confidence, should be directed to:

John Kuhnle, Managing Vice President - Education Practice
Korn Ferry International
Suite 200, 900 19th Street, N.W.
Washington, D.C. 20006
Tel. 202/627-8444; Fax 202/429-0949

Telephone inquiries are invited from qualified candidates.
An Equal Opportunity Employer.

COLLEGE PRESIDENT

Southern Ohio College in Cincinnati, Ohio, a regionally accredited, two-year proprietary college, is seeking an outstanding candidate for College President.

Responsibilities consist of total college management, including admission/marketing, curricula, personnel, budget/forecasting, accreditation/regulatory compliance and institutional planning. The position is a full-time position with a degree (preferably advanced), along with a track record of superior financial performance, commitment to quality student learning and demonstrated capability in profit center management.

Compensation package includes base salary, bonus opportunities, relocation and customary benefits.

Please send cover letter and resume to:
Dr. Austin Harris
220 Plunder Cove
Eaton, OH 45320
EO/AAE

Student Personnel/Residence Life: Shared position as Fraternity Court Advisor and Resident Director, reporting to Dean of Students and Director of Residence Life. 12-month position beginning July 1, 1992. Responsibilities include serving as liaison between Dean of Students and Court, promoting educational and non-student programs, advising students on campus life, enforcing campus rules, and enforcing Alcohol Policy. Also selecting and training RA staff, on-call responsibilities, housing administration duties. This is a live-in position. Three-room apartment with private bathroom, meal plan, utilities, cable, laundry services, and competitive salary. Bachelor's degree and experience in student personnel or undergraduate or graduate level required. Send resumes to Residence Life Office, Davidson College, P.O. Box 1719, Davidson, North Carolina 28035, EOE.

Student Support Services Tutor Coordinator: Davidson State College is seeking applications for the position of Tutor Coordinator within our Student Support Services Program. Bachelor's Degree required; Master's preferred. Experience in working with disadvantaged students in an educational setting. Responsibilities include supervising student tutors, identifying eligible students for tutoring and assist supervision of the tutoring program. Open until filled; deadline June 3, 1992. Salary is competitive. SSC is a comprehensive state institution of over 3,600 students. Send a letter of application, personal resume, three letters of reference and credentials to: Personnel Office, Davidson State College, Davidson, Tennessee 37037-2650. EEO/AAE Employer. Women and minorities are encouraged to apply.

Theatre Theatre/Designer: This is a theatre-track position. The Speech Communication/Theatre Department offers three to four full-time positions each year in the 530 seat professional theatre and a flexible "black box" studio theatre. The Department also cooperates with the Conservatory of Music and the Dance area of the Physical Education Division in the production of a musical and a dance concert. Opportunity for summer employment is available. The preferred candidate will have completed an M.F.A. or Ph.D. Two years' demonstrated success in theatre, design, and technical direction, including lighting and sound design and execution is expected. Duties include technical courses in the technical design areas, responsibility for design or overseeing the technical design of all department productions, supervising student

employees in the technical area, and overseeing the maintenance of the physical plant. Bachelor's degree in Theatre or related field is required. Salary is \$18,000 per year. Send resume and three letters of reference to: Theatre Department, Davidson State College, Davidson, Tennessee 37037-2650. EEO/AAE Employer. Women and minorities are encouraged to apply.

Theatre Scene Designer/Facilities Technical Supervisor: Theatre track/Assistant Professor. Teaching in areas of specialization. Ability to teach general theatre courses required. Share responsibility of obtaining necessary for Department's Maintenance program. Bachelor's Degree required; Master's preferred. Experience in working with disadvantaged students in an educational setting. Responsibilities include supervising student tutors, identifying eligible students for tutoring and assist supervision of the tutoring program. Open until filled; deadline June 3, 1992. Salary is competitive. SSC is a comprehensive state institution of over 3,600 students. Send a letter of application, personal resume, three letters of reference and credentials to: Personnel Office, Davidson State College, Davidson, Tennessee 37037-2650. EEO/AAE Employer. Women and minorities are encouraged to apply.

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Choate Rosemary Hall Executive Director of Alumni Affairs and Development

Choate Rosemary Hall invites applications and nominations for the position of Director of Alumni Affairs and Development.

The Executive Director, who reports directly to the President, is responsible for developing and implementing the strategy and plans for fund raising to support the school's annual, capital, and endowment requirements. The director manages all aspects of the school's alumni relations and development program, which includes major giving, the annual fund, corporate and foundation relations, planned giving, special events and programs, prospect research, and management of alumni and other records. The director is also responsible for facilitating communications with and involvement of alumni, parents, friends, foundations and corporations, and the local community in the life of the school to create a climate for giving, sharing, and stewardship of resources.

The successful candidate will have a senior level development experience, preferably in a school, college or other educational setting and have experience in planning and implementing a major capital campaign. Demonstrated organizational and managerial skills are essential as is the ability to motivate and support staff within the department, ability to communicate the school's mission effectively to alumni, parents and other constituencies, and ability to nurture and cultivate donors of various backgrounds.

Choate Rosemary Hall is a coeducational independent secondary school of 1,000 students—800 boarders, 200 day students—and a teaching faculty of 120. The school's 400-acre campus is located in Wallingford, Conn. The current endowment is \$72 million and the operating budget is \$28 million. Financial aid exceeds \$3.4 million.

Salary is competitive and the position includes housing and a broad list of perquisites. Review of applications will begin May 15, 1992 and will continue until the position is filled. The preferred starting date for this position is July 1, 1992.

Nominations and applications should be addressed to: AA&D Search Committee, c/o Edward J. Shanahan, President, Choate Rosemary Hall, Box 788, Wallingford, CT 06492.

Choate Rosemary Hall is an equal opportunity employer and encourages nominations of, and expressions of interest from, minority and female candidates.



Associate Vice Chancellor for Financial Management

The Area Appalachian State University invites applications for the position of Associate Vice Chancellor for Financial Management. The University was founded in 1899 and is located in the heart of the beautiful Blue Ridge Mountains of North Carolina. It is one of the 16 institutions of The University of North Carolina System. Appalachian is a comprehensive university with a current enrollment of 11,500 students.

Responsibilities: The Associate Vice Chancellor for Financial Management reports directly to the Vice Chancellor for Business Affairs. This position is responsible for development, oversight, and implementation of the University accounting, budgeting, and business operations.

Candidate Must Possess: An earned Master's Degree in an appropriate field such as finance, accounting, economics, operations research, etc. is required. A Doctorate preferred. Experience in higher education in business affairs area at the management level is preferred. Candidates must demonstrate strong organizational and interpersonal skills and integrity necessary to lead the financial management area of Business Affairs in achieving the goals of the University.

Applicants Must Submit: A letter of interest, current resume, and a list of the references with addresses and telephone numbers are required. The intended date of employment is August 17, 1992. Completed applications must be received by June 3, 1992. Compensation is competitive and commensurate with qualifications. This is a twelve (12) month position.

Send Applications To:
Mr. J. Carroll Brookshire
Chair
Associate Vice Chancellor for
Financial Management Selection Committee
Business Affairs
Appalachian State University
Boone, North Carolina 28608
(704) 262-2030
(704) 262-6472 (FAX)

Appalachian State University is an Equal Opportunity Employer and actively seeks the candidacy of women and minorities.

consent and groups; develops and recommends policy and operating procedures for audio-visual, Special Events Center, and other areas of student responsibility; and coordinates the audio-visual technical program; develops, recommends, and monitors budget for areas of responsibility; Master's degree preferred; minimum of a Bachelor's degree and strong written and oral communication skills, plus a minimum 3-year experience in higher education in business affairs area at the management level; and a minimum of a Bachelor's degree and strong written and oral communication skills, plus a minimum 3-year experience in higher education in business affairs area at the management level.

Theatre/Speech Communication Technical Director: Theatre/Speech Communication Technical Director. This position is responsible for the technical aspects of the Theatre/Speech Communication program. The successful candidate will have a minimum of a Bachelor's degree and strong written and oral communication skills, plus a minimum 3-year experience in higher education in business affairs area at the management level; and a minimum of a Bachelor's degree and strong written and oral communication skills, plus a minimum 3-year experience in higher education in business affairs area at the management level.

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West Valley-Mission
Community College District
SARATOGA, CALIFORNIA

SEARCH FOR A CHANCELLOR

After seven years of successful leadership as Chancellor of the West Valley-Mission Community College District, Dr. Gustavo A. Melander has been named Professor and Director of the Center for Community College Education at George Mason University.

The Board of Trustees invites nominations and applications for the position of Chancellor. The Chancellor is the chief executive officer of the District and reports to a locally elected seven-member Board of Trustees. The Chancellor provides educational leadership for the District in cooperation with the college presidents and serves as chief administrative officer responsible for college planning and evaluating the resources, programs and services of the District.

Candidate Qualifications should include:
 • An advanced degree from an accredited institution (an earned doctorate is preferred);
 • Successful senior level, postsecondary administrative experience. At least two years in a community college is preferred;
 • Successful postsecondary teaching experience. Community college experience is preferred;
 • Demonstrated ability to effectively interact with persons of diverse socio-economic and ethnic backgrounds.

Application Process:
 • The following are needed for any candidate to have full consideration:
 • A letter of application;
 • A completed Application for Certified Management Employment;
 • A plan of educational, community and professional experience;
 • A completed supplemental questionnaire;
 • Names, addresses and telephone numbers of five references to include a broad representation of subordinates, faculty members and colleagues.
 • Nominations and applications will be received until the position is filled. The committee will begin its formal screening process by June 17, 1992. All candidates are encouraged to apply by 5 p.m. on that day.

For employment announcement, application and supplemental questionnaire please call/write:

Mr. Tony N. Brown
Human Resources Employment
West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, California 95070-5678
(408) 741-2800

West Valley-Mission Community College District is located in the heart of the Santa Clara/Silicon Valley, approximately 50 miles south of San Francisco in the San Jose metropolitan area.

AA/EUE



PRESIDENT

Southern Seminary College invites nominations and applications for the position of president for the 125 year old independent two-year women's college. The president is responsible for the total operation of the college and reports directly to the Board of Trustees.

Located in the beautiful Southern Shenandoah Valley, three miles off Interstate 81 and only six miles from Lexington, Southern Sem has a student/faculty ratio of 10:1 and provides a liberal arts program from which most graduates transfer to recognized senior institutions. The excellent undergraduate program is nationally known; the ruling team has gone to the Intercollegiate Horse Association finals 13 consecutive years and has 8 times been named national champion.

The successful candidate must be oriented toward public visibility and fund raising and must at the same time be a proven manager/administrator/leader.

Nominations, inquiries and letters of application should be submitted by June 15. Letters or application should include resumes and names, addresses, phone numbers and relationships of three references.

Mrs. Barbara Turk, Chair
Presidential Search Committee
Southern Seminary College
Buena Vista, Virginia 24416

Send letter of application, current resume, and three letters of reference to: Mrs. Barbara Turk, Chair, Presidential Search Committee, Southern Seminary College, Buena Vista, Virginia 24416.

Research and Publicity Officer: Research and Publicity Officer. This position is responsible for the research and publicity aspects of the college. The successful candidate will have a minimum of a Bachelor's degree and strong written and oral communication skills, plus a minimum 3-year experience in higher education in business affairs area at the management level; and a minimum of a Bachelor's degree and strong written and oral communication skills, plus a minimum 3-year experience in higher education in business affairs area at the management level.

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PRESIDENT

Foundation for Allied Conservative Therapies Research

The Presidential Search Committee of the Board of Trustees invites applications and nominations for the position of President.

The Foundation for Allied Conservative Therapies Research (FACTR) is a public, non-profit research foundation created to pursue research and education in complementary therapies such as clinical nutrition, acupuncture, applied kinesiology, chiropractic and osteopathic manual therapies, homeopathy, and others. The goal of the foundation is to evoke a unified approach to the diagnosis and treatment of functional illness, tailoring the application of complementary therapies to the individual needs of each patient.

RESPONSIBILITIES: The President reports directly to the Board of Directors, and has overall authority and responsibility for both the Research and Education Programs of the Foundation, including ultimate oversight of the Foundation's clinical and laboratory research facilities.

QUALIFICATIONS: The successful candidate must have an earned doctoral degree, an established record of administrative accomplishment, experience in non-profit work, and a working familiarity with complementary therapies.

APPLICATIONS: Letters of application should include a current vita, the names and addresses of five references, and a sample of the candidate's written work.

Applications and nominations should be sent to:

Dr. Samuel Yanuck
Seorch Committee Chairman
FACTR
1551 Southgate Avenue, Suite 105
Daly City, California 94015



NAVARRO COLLEGE

Vice - President for Student Services (Search Re-Opened)

Duties and Responsibilities: The Vice-President for Student Services will be primarily responsible for: counseling, student activities, housing, recruiting/placement, financial aid, reporting to the President will be directors for each of these five areas. Related areas of responsibility include: SGA, student behavior, veterans affairs, international students, student health and student support services. Duties also include planning, budget management, personnel supervision, grant management, teaching, scholarship management and community service. Additionally, there is linkage with security and maintenance for campus life and student housing. This position reports to the Executive Vice-President and serves as a member of the Executive Coordinating Council.

Qualifications: Master's Degree in Student Services or related area required; Doctorate preferred. Must have community college experience; a commitment to the community college philosophy is required. Extensive experience is desirable in student services and related areas. Must possess leadership and management skills.

Applications: Submit resume to: Dr. Lory L. Reed, Executive Vice-President, Navarro College, 1200 W. 7th Avenue, Corsicana, TX 75110. Application deadline: May 30, 1992.

General Information: Navarro College is a fully accredited, comprehensive, public community college, founded in 1946. The College now has a semester credit enrollment of approximately 1,500 students. The College's modern, well-maintained facilities are situated on a beautiful landscaped campus on the west side of Corsicana. Corsicana is a community of 24,000 people located on I-45 approximately 65 miles south of the Dallas-Ft. Worth metropolis. In addition to the main campus, Navarro College has centers in Abilene and Waxahatchie.

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Records Indicate Colleges Questioned the Effectiveness of Overlap Group

Continued From Page A19
are all members of Overlap, last year signed a consent decree with the Justice Department in which they pledged to stop Overlap activities.

Case Against MIT

The university documents that contain criticisms of Overlap were submitted by the Justice Department in its case against MIT.

The documents reveal concerns of Overlap college officials about their policies:

■ A 1986 Columbia University financial-aid report offers a reason why limited numbers of minority students accepted the university's offer of admission. "The difficulty seems to be with financial-aid packages, as many students in lower- and even middle-income brackets are choosing colleges which offer more generous financial-aid packages and/or lower tuition. In addition, many colleges outside the Ivy League determine financial aid differently, often to the student's benefit."

■ The minutes of a 1987 meeting of Overlap Group financial-aid officials note that several of them were under pressure from college presidents to re-evaluate the group's activities. The minutes note that the president of Bryn Mawr College was upset that some accept-

ed students were enrolling elsewhere after getting better aid packages.

■ A 1989 Harvard University document lists differences between the way Harvard awarded aid (through the Overlap Group) and Stanford University awarded aid (on its own). The document notes several instances where Stanford's approach benefited students. It also says that, for a recently admitted class, more than 70 per cent of those offered admission to Harvard and Stanford selected Harvard in cases where the Harvard aid award was equal to or better than that of Stanford. In cases where Stanford offered a better package, Harvard enrolled only 37 per cent of the students.

■ Another 1989 Harvard document questions whether aid packages offered to its students are being "driven by Overlap schools with tighter budgets." The document says that in some cases, the package agreed to under Overlap "may go counter to what Harvard really feels is fair to families" and so Harvard has been moving to decrease the family contribution of students after they decide to enroll at the university. Even so, the document says, Harvard is running the risk of "creating a generation of bitter alumni," who feel that the



Scott E. Masten, an associate professor of business economics: The documents about some students' being hurt by the Overlap process are exceptions that prove the rule.

university did not offer them aid comparable to that at other institutions.

Those documents, and many others, are being used by the Justice Department as evidence that the Overlap Group did not

help students. While most college officials will not comment, defenders of the Overlap Group say the documents do not change their feelings about the group's activities.

Thane D. Scott, a lawyer who is

representing MIT in the case, said he would not comment on any specific document cited by the Justice Department.

But, Mr. Scott said, "the government has been highly selective in isolating a very small number of

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documents from a very large collection, and the government misuses the documents to suggest that Overlap reduced student financial aid."

Mr. Scott added: "When you look at all the documents, and you independently evaluate all of the evidence, the conclusion is inescapable that Overlap did not save the schools money or otherwise reduce financial aid."

Praise From Researcher

Scott E. Masten, an associate professor of business economics and public policy at the University of Michigan School of Business Administration, said his research on the Overlap Group indicated that it had helped the vast majority of students at its institutions. He said any system in which colleges agreed to offer awards based only on financial need—as Overlap institutions do—must have "some coordination or the whole thing will unravel."

Mr. Masten said the documents about some students' being hurt by the Overlap process were exceptions that prove the rule. "Some people will always be so sensitive to geographic regions or price that they will forgo a Harvard or Yale education, but that will be a relatively small number of students," he said.

He added that the documents prove that, "if anything, Overlap should become even broader."

Mr. Masten is now finishing a paper on the Overlap Group in which he argues that the Justice Department should not be pursuing the case. He said his study had no links to the defense in the MIT case and that he did not expect to testify at the trial.

Lobbying by the Ivy League

While most college officials will not comment on the new documents, the actions of some Overlap members indicate that the institutions want to return to the Overlap process if MIT wins in court. If that happens, some college officials expect the Ivy institutions to ask the court to invalidate the consent decree.

Already, the Ivy League members are lobbying Congress to include a provision in the reauthorization of the Higher Education Act that would allow institutions to agree, as a group, to award aid based solely on need, provided that they do not coordinate aid determinations.

The Senate has already adopted the provision, but the House did not include the provision in its version of the reauthorization legislation.

Some Overlap Group members, however, think the measure does not go far enough. Amherst, Mount Holyoke, Smith, and Wellesley colleges are lobbying against the measure, fearing that it could limit their right to resume all Overlap activities if MIT wins.

Thomas M. Susman, a Washington lawyer for the colleges, said: "There certainly will be no return to any form of coordination until a court or Congress says it's O.K." and our clients, like MIT, believe that need-based aid is important and that to effectively administer need-based aid, some coordination is necessary."

WASHINGTON UPDATE

■ NEA's acting director blocks grants for two university exhibits

■ Administration says it needs \$1.1-billion more for Pell Grants

Anne-Inelda Radice, the acting chairwoman of the National Endowment for the Arts, announced last week that she had rejected two grants for university art centers even though both had been recommended by peer reviewers and by the National Council on the Arts, the NEA advisory board.

The grants included one for an exhibition at the List Visual Arts Center at the Massachusetts Institute of Technology called "Corporate Politics," and one for the An-

derson Gallery at Virginia Commonwealth University for an exhibit called "Anonymity and Identity." Both of the exhibitions center on depictions of fragmented human body parts in the form of photographs and sculptures, and they include images of genitalia.

This was the first time since 1988 that the chairman of the NEA had overridden a decision made by the advisory council.

In a statement, Ms. Radice said she had rejected the grants because they had failed to meet standards of

"artistic excellence and artistic merit."

Members of the arts faculties and administrators at both universities said they were outraged by the decision. —STEPHEN BURD

The Bush Administration has revealed that it needs \$1.1-billion more than it previously requested for Pell Grants.

In private meetings, Administration officials have told lawmakers that the demand for the grants in

the current academic year and the projected demand for the 1992-93 year will outstrip financing levels by \$1.4-billion.

In the 1993 budget request, released in January, the White House asked for \$332-million for such shortfalls and \$6.3-billion for 1993-94.

Members of Congress's appropriations committees, who say they can provide only minuscule increases under 1993 spending limits, are demanding that the Administration suggest some way of coming up with the \$1.1-billion.

College officials also are angry because the tremendous shortfall could make it impossible for Congress to increase the size of Pell Grants for 1993-94.

—THOMAS J. D'LOUGHRY

Excerpts From the Overlap Group Documents Released by the Justice Department

In its investigation of the Overlap Group, the Justice Department obtained thousands of pages of internal documents from private colleges. Some of those documents have now been filed with a Federal District Court in Philadelphia that will hear an antitrust case against the Massachusetts Institute of Technology.

The documents—many of them marked "confidential"—include correspondence between officials of some of the nation's most prestigious universities as well as memos circulated among administrators of single universities. Following are some excerpts:

From a 1986 memo sent by David T. McLaughlin, then president of Dartmouth College, to "senior officers" at Dartmouth, reporting on discussions at a meeting of the presidents of Ivy League universities:

In response to a question as to whether or not institutions solicited gifts from companies from which they have divested, Princeton indicated that they do not do this but said that they do accept matching gift monies from those firms. Derek Bok said that at Harvard they have no compulsion about this and did not see a correlation between investment policy on the one side and development programs on the other. It was agreed that before any Ivy institution changes its present policy with regard to South African investments, they would initiate a conference call to advise

the other members of the League. . . .

We went around the room and asked each institution what they projected for tuition and salary increases next year. I opened the discussion and told them about the salary pressures and the hiring requirements we were experiencing and explained how this was driving other salary structures by virtue of compression. When I told them that we were considering salary heights of 8%-8½% and tuition increases not that far off from that number, there was an audible gasp. The other presidents felt that it was not possible to increase tuition at a rate that far above the CPI and that some of the pressure on faculty salaries was self-induced to serve the faculty's interest. . . .

In view of the above information, we will need to rethink our proposed salary and tuition scheduled increases and to do so rather promptly.

From a 1986 letter from William R. Fitzsimmons, dean of admissions and financial aid at Harvard University to Jeffrey H. Orleans, executive director of the Council of Ivy Group Presidents. The letter complains about an incident where a star swimmer, admitted to both Harvard and Princeton Universities, was given a mistakenly high aid award by Princeton. Princeton decided to honor the award for four years. This resolution put Harvard in

a very difficult situation with the [athlete's] family. We had the choice of matching the Princeton package, although it did not represent a fair or consistent treatment relative to the rest of the families in our applicant pool; or we could choose not [to] alter our package and risk having [the athlete] accept the Princeton offer of admission at least in part because of the financial advantage he gained there. . . .

One of the problems of allowing mistakes to proceed is that they compromise a need-based system designed to treat all students equally. If we make such exceptions, it is even more glaring to have an exception be a highly recruited athlete who can make a major difference to an athletic program. We should be certain that students at our institutions understand exceptions to our regular policies and that non-athletes are treated the same way.

From a 1988 memo from Yale administrators to members of the Budget Committee of the Yale Corporation on possible tuition increases for the next year:

Yale's term bill figure is one of the most visible and widely distributed facts about the university. Although decisions about tuition, room, and board should not be driven by the views of Education Secretary William J. Bennett nor by other external parties, we are mindful of the public scrutiny

and concern about rising educational costs. Another very important intangible factor is the question of "educational cost threshold." There may be some level of term bill at which Yale and other selective schools will experience a decrease in the size and quality of their applicant pools.

From a 1987 electronic message sent by Sam Jones, associate director of financial aid at the Massachusetts Institute of Technology, to Ted Bracken of the Consortium on Financing Higher Education, a group of 32 elite private colleges that includes the 23 Overlap institutions:

Ted, sooner or later COFHE must deal with a cancerous issue which has just spread from Stanford to Yale: As you know, Stanford's provost, Jim Rosse, holds the view that Overlap and any sharing of decisions or just information on tuition analysis, faculty salaries, etc. is in violation of the antitrust laws. All of us in the Ivy group (including the Pentags and 7 sisters) exchange a hell of a lot of information leading to our annual budget decisions. Now Yale, in the person of its new provost (I forget his name) is taking the same tack. Since COFHE lives and dies by the exchange of info, this view and the significance it gains by the Yale accession has to be disturbing. I personally feel the gentlemen are too caught up in the law and case law far afield from education and federal aid to

education. I believe it will be necessary to get some first-class legal talent involved in this one.

From a 1986 electronic message from Sam Jones to financial-aid officials at Cornell and Yale Universities, and MIT, about a plan to meet with Stanford University officials about Stanford's joining the Overlap Group:

Guys, just had a long chat with Bill Fitz [the Harvard aid director]. He won't be coming out, but he has spent a lot of time discussing things with Dean Spence [provost at Harvard] who knows Stanford well, and with Jean Fetter [then dean of admissions at Stanford]. He reports that the legal implications of Overlap continue to bother Stanford (not just [Robert] Huff [director of financial aid at Stanford] and Fetter) and that probably a Stanford overlap is not going to happen soon. He suggests that we concentrate on exchange of information, and charm the hell out of everybody. He agrees with me however that there are back channels and informal ways to handle rough differences. If we can get a clear picture from Huff as to how he deals with various kinds of cases, and maybe bring him into line (broadly speaking), so that we can have some confidence that statistically Stanford will look more or less like the rest of us in terms of deriving family contributions, we will have done a good day's work.

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Bush Administration Again Vows to Veto Student-Aid Legislation

By THOMAS J. DeLOUGHRY

WASHINGTON

The Bush Administration has repeated its promise to veto legislation to reauthorize the country's major student-aid programs.

Members of the House of Representatives and Senate are expected to meet this month to iron out differences between bills that would reauthorize the Higher Education Act. Separate bills received overwhelming votes in their respective chambers earlier this year, passing by votes of 93 to 1 in the Senate and 365 to 3 in the House.

Despite that bipartisan support, Education Secretary Lamar Alexander told lawmakers in a letter this month that President Bush would veto the final bill if it contained certain elements now included in either of the bills.

'Major Problems' Seen

The "major problems," the Secretary said, were:

- The House proposal for a direct-loan pilot project.
- The structure and "excessive cost" of Pell Grant proposals.
- The House proposal for "unsubsidized" Stafford loans.
- "Excessive" limitations on the Secretary's ability to manage higher-education programs.
- "Wasteful" new programs that duplicate current law and each other.

College officials were not alarmed by the promised veto since the White House had issued a similar message before the House voted on its reauthorization bill in



Education Secretary Lamar Alexander says the President will veto legislation to reauthorize student-aid programs in its current form.

March. Some said that Administration officials were spelling out their positions in hopes that Republican lawmakers would help them win a few points during the conference on the legislation.

"I'm not too worried right now," said Edward M. Elmendorf, vice-president for governmental

relations at the American Association of State Colleges and Universities. "It doesn't seem like very smart politics," he added, noting Mr. Bush's election-year effort to portray himself as an "education President."

Several of the Administration's objections have been known by

lawmakers throughout their deliberations on the Higher Education Act. The White House consistently has opposed proposals to make federal loans directly to students rather than through the current system of federally guaranteed bank loans. Its opposition helped keep a direct-loan plan out of the Senate bill and forced House members to limit their plan to a pilot project for a few hundred campuses.

Bush to Propose a Plan

The White House is opposed to the House pilot project, Mr. Alexander wrote in the letter, because it would "create a complex new system run by the federal bureaucracy." He has argued in the past that it would also increase the federal debt.

President Bush has said he will propose his own plan for bypassing the banks and making loans through the Student Loan Marketing Association, a federally chartered company. Few details have been provided about the plan, but Administration officials insist that it is different from direct loans.

The Administration's opposition to the proposed Pell Grant formula and costs goes back to February 1991 when it unveiled its proposal for concentrating the grants on the neediest students and emphasizing larger loans to aid middle-income students. The White House plan said Pell Grants should rise by 54 per cent, to \$3,700 for the neediest students, which would be paid for by dropping 400,000 students and

Government & Politics

by shrinking or eliminating other aid programs.

Lawmakers, however, have sought to serve more middle-income families to help them pay for college and to build political support for the grants.

For the same reasons, House members have sought to make Stafford Student Loans available to all students regardless of income. The House has approved an "unsubsidized" program, in which the government would subsidize the interest rate but would not pay the interest for students while they are in college as it does in the regular Stafford program.

Mr. Alexander wrote that the program is "misleadingly labeled" because the interest subsidies could cost more than \$100-million a year. He suggested that lawmakers raise borrowing limits in the current Stafford program for needy students.

The Secretary also charged that Congress would interfere in his ability to manage the aid program by limiting his discretion. In particular, he objected to a House proposal to limit his ability to establish additional standards for recognizing accrediting agencies. The Secretary must recognize an agency if the institutions it accredits are to be eligible for student aid.

Focus on Trio Programs

House aides said lawmakers did not want Mr. Alexander to set new standards unilaterally because they believed he had sought to use his power over accrediting agencies for political gain in his battle with the Middle States Association of Colleges and Schools. The Secretary delayed renewing recognition of that group last year because of concerns about its "diversity standards," in which campus review teams examine colleges' records in recruiting minority students and faculty members.

Among the provisions that the Secretary said were duplicative were the Trio programs, which are intended to make disadvantaged students aware of college opportunities and assist them when they enroll. Lawmakers have proposed complementing the programs with new "early-intervention" programs designed to encourage more children to attend college. The Administration has proposed merging the Trio programs into a new "Pre-College Outreach Program."

1,600 Differences

Mr. Alexander also criticized lawmakers for continuing "numerous" graduate-education programs, which the Administration believes should be merged.

The Administration also opposed a \$400-million Senate proposal that would provide colleges with grants for constructing or renovating facilities. "There is no justification for new federal construction support," Mr. Alexander wrote.

House and Senate aides already have held several meetings to discuss the 1,600 differences between their bills. They said they were not worried about the promised veto. "It's not something that we quake about or fear," said Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education. "It's not a very plausible threat."

Clark University may be the first university to step forward with a plan to reverse its divestment policy.

Clark's Board of Trustees voted 2-1 last month to reinvest some of the campus's \$36-million endowment in companies that do business in South Africa, once a multiracial, apartheid government is formed there.

Several colleges are now debating whether to reverse their divestment policies, but others plan to wait until South Africa adopts a new constitution that insures equal rights for blacks. Clark officials say the action endorses the continuing negotiations between black leaders and the white government that will end apartheid.

When it adopted its divestment policy in 1986, Clark was among the first U.S. colleges to divest. The policy's reversal was based on the unanimous recommendations of the board's Committee on Shareholder Responsibility. Among other things, the trustees encourage investments in venture-capital funds that provide money to help black South African entrepreneurs start new companies.

"Apartheid is an economic system as well as a political one," says Sumner B. Tilton, Jr., the board's chairman. "The only thing that will aid a transformation in South Africa is growth—and that growth is achievable only through a redistribution of wealth."

The University of Iowa has said No Thanks to a \$20,000 annual gift from a donor who wanted the former Ku Klux Klan leader David Duke to speak on the campus.

About a year ago, Bernard Alchon established the Guy and Wanda Alchon Memorial Forum. In memory of his parents, through which he paid for speakers to be brought to the campus. Last year, the forum sponsored appearances by former President Carter and former Education Secretary William J. Bennett.

Later Mr. Alchon, a 1936 Iowa alum, offered the college \$20,000 annually in perpetuity to pay for campus speakers. Mr. Alchon also said he planned to invite Mr. Duke to the campus.

The University Lecture Committee—a group of students that approves guest speakers—opposed the invitation because of the controversial views of Mr. Duke, who made an unsuccessful bid for the presidency this year. Mr. Alchon said Mr. Duke anyway.

Campus officials told Mr. Alchon they would not accept his money because he had ignored the student committee's decision.

In an interview with *The Des Moines Register*, Mr. Alchon said he would give the money for the forum to another university. *The Register* quoted Mr. Alchon as saying: "I am honored to my parents and a gift to my alma mater has been so callously thrown aside for no discernible, suitable reason."

Business & Philanthropy

Private Giving to Colleges Rose by 4% in 1990-91

Recession is blamed for decline from 1989-90's 10% increase

By JULIE L. NICKLIN

Despite the recession, private giving to the nation's colleges and universities increased 4 per cent in 1990-91, to \$10.2-billion.

The growth rate in 1989-90 was 10 per cent, and donations from alumni, friends, foundations, and corporations totaled \$9.8-billion. Fund raisers said the latest figures reflected the impact of the recession: Donors had been reluctant to give. Yet several officials said the total amount was actually higher than they had anticipated.

"Given the economic circumstances, the 4-per-cent increase probably wasn't bad," said M. Joe Roberson, associate vice-president for development at the University of Michigan. "That 10 per cent isn't going to be an every-year thing anyway."

The figures, released this month by the Council for Aid to Education, cover the year ending June 30, 1991. The 4-per-cent growth represented the second-smallest increase in private giving to higher education in 10 years.

'It's a Simple Aberration'

Last year's increase did not keep up with the rate of inflation, which averaged nearly 5 per cent for 1990-91. When adjusted for inflation, total donations to colleges actually declined 1 per cent, according to the council.

Although many fund raisers said they were not alarmed by last year's decline, they conceded that attracting private gifts had become even more crucial because income from such sources as tuition and federal and state governments was no longer increasing at the rates enjoyed in the past. And many do worry not only about how economic fluctuations can slow gifts, but also about the growing number of groups that are competing for private dollars. In 1990-91, 5 of the top 20 college fund



Inge T. Reichenbach of Cornell: "We achieved without having individual large gifts. There we saw the impact of the economy. We just didn't see the gifts materialize."

raisers reported declines, compared with 1989-90, when only one did.

Harvard University, higher education's top fund raiser for the past two years, saw its total donations drop 8 per cent, to \$195.6-million—from \$213.5-million in 1989-90.

"It's a simple aberration," said Thomas M. Reardon, Harvard's director of univer-

sity development. "The gift stream is never on an even slope." Mr. Reardon said much of Harvard's drop could be attributed to an 8-per-cent decline in bequests to the university.

A drop was also reported by Stanford University, the second-most-successful fund raiser, whose total fell 11 per cent to \$184.5-million.

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STATE NOTES

- Georgia's Governor vetoes bill to let Bible colleges get student aid
- Mississippi Legislature overrides veto of tax increase for education
- Bill to regulate student-loan agency is vetoed by Wisconsin Governor

Georgia's Gov. Zell Miller, a Democrat, has vetoed a bill that would have made students attending Bible colleges eligible for tuition subsidies that are now available to students who attend other private colleges in the state.

Governor Miller said the bill would be too expensive at a time when the state was trying to provide larger grants in the program. Legislators appropriated nearly \$17-million for the aid program in the 1992-93 fiscal year and raised the amount of each subsidy to \$1,000 from \$794.

The bill to include Bible colleges was introduced by State Rep. Bill Cummings after Atlanta Christian College applied to the program but was denied admission by the Georgia Student Finance Commission because of a law excluding from eligibility students who attend such institutions.

Mr. Cummings said it was unfair for the college to be excluded from the program when other sectarian institutions participated.

Steven Dougherty, executive director of the Georgia Student Finance Commission, said some

of the 14 institutions in the program did have religious ties, but were admitted to the grant program "based on analysis of their curriculum requirements to determine if they were sectarian institutions, or schools with a broad theological context that are liberal arts-oriented."

Mr. Dougherty conceded that often only a "fine line" separated the two types of institutions. The issue is complicated because state law does not define what Bible colleges are, he said.

—JOYE MERCER

Both houses of the Mississippi Legislature have voted to override Gov. Kirk Fordice's veto of a bill to raise the state sales tax to provide \$168-million in new funds for education at all levels.

Governor Fordice, a Republican, said that the additional money was not needed and that the increase in taxes could hurt the state's economy.

But the Democratic leadership in the Legislature said the money was necessary. Public four-year colleges will receive an additional

\$23-million in 1992-93 because of the tax increase. Community colleges will receive an additional \$14-million and the public schools will receive the rest.

The sales tax was increased from 6 per cent to 7 per cent. College officials said they were pleased by the vote, but noted that—even with the additional revenue—they will have only about 3 per cent more money in 1992-93 than was originally appropriated for 1991-92.

—SCOTT JASCHIK

Wisconsin's Gov. Tommy G. Thompson has vetoed legislation that would have regulated the Great Lakes Higher Education Corporation—which services student loans—as the state regulates other collection agencies. The bill also would have provided greater protection to students who believe the agency "unduly harassed" them.

Kathy Kingery, of the United Council of University of Wisconsin Student Governments, said the law would have protected students from "some of the col-

lection tactics of Great Lakes." Those tactics include making early-morning or late-evening phone calls to borrowers and threatening that borrowers are about to be listed as defaulters even when they have been making regular payments, Ms. Kingery said.

In a message to legislators, Mr. Thompson explained that Great Lakes, because it primarily services federal student loans, already is regulated and audited by the federal Department of Education; therefore, he said, there is no need to increase the authority of the Commissioner of Banking. Mr. Thompson conceded that allegations of harassment needed to be examined, but he said the commissioner, under the Wisconsin Consumer Act, could investigate any complaints by students. Mr. Thompson vetoed similar legislation in 1988.

Richard H. Johnston, vice-president of Great Lakes, said that complaints typically arise when borrowers "don't understand the seriousness of the default issue and the rather dramatic provisions that apply." Great Lakes stresses courteous customer service, he added. —J.M.

Editor Disputes University's Claim That Budget Ax Killed His Magazine

MOSCOW, IDAHO

Stephen Lyons struck a nerve last year when he wrote an article that criticized universities for turning alumni magazines into fund-raising vehicles. Mr. Lyons talked at length about the magazine he edited—*Idaho: the University*.

This month, Mr. Lyons learned that the University of Idaho had decided that the magazine was too expensive and that it would cease publication after the summer issue. The university's current tabloid publication, *At Idaho*, will be expanded to take the magazine's place. As of this summer, Mr. Lyons will be out of a job.

Coincidence? Mr. Lyons thinks not. "I think I'm being fired for the two articles I wrote," said Mr. Lyons, referring to an opinion piece in *The Chronicle of Higher Education* (February 13, 1991), and, more recently, an article in the May issue of *Currents*, the magazine of the Council for Ad-

vancement and Support of Education. "The practice of freedom of speech at Idaho is effectively dead for non-tenured staff."

Harry Peterson, Idaho's vice-president for university relations and development, said the university's decision had nothing to do with Mr. Lyons's articles. "It has to do with significant budget restrictions and the need to accomplish the same or more with less," he said, noting that other programs and positions at the university were also being eliminated.

Mailed to 63,000 Alumni

The quarterly magazine costs about \$106,000 a year to publish and mail to 63,000 alumni. Donations to the university's foundation pay for the magazine and will pay for the \$75,000 annual budget of the tabloid as well.

In a letter to alumni last week, Mr. Pe-

tersen said the university estimated that the cost of the magazine in its current format would increase by about \$9,000 a year.

Mr. Lyons's piece for *The Chronicle* prompted a flurry of letters to Mr. Lyons and this newspaper from outraged fund raisers. He argued that most readers were not fooled by "the P. T. Barnum approach to public relations or fund raising. They enjoy being treated as a thoughtful, discerning public, not pieces of donor meat."

In his *Currents* article, Mr. Lyons reiterated his criticisms of editors who make fund raising their primary goal and said he regretted not making his original article stronger.

Before the *Currents* article was published, Mr. Peterson contacted the magazine's editors to express his concerns about a particular passage, according to Mr. Lyons and Karla Taylor, the editor in

Continued on Following Page

New Football League Is Proposed for Players Not Bound for College

Continued From Preceding Page
 cued where others—such as the now-defunct Continental Football and Atlantic Coast Football Leagues—have failed.

The Minor League Football System, which disbanded in 1990 after two seasons, was also intended to provide an alternative to college play. It couldn't get a television contract or enough good players to attract fan support.

Not a Minor League

R. Lars Anderson, a co-founder of the Corporate Football Foundation, who owned a franchise in the minor-league system, said the new league was not intended to serve as a minor league for the NFL, although he said it could become a showcase for players to prove themselves to NFL scouts. Because professional football—unlike baseball—has no minor-league system, athletes who want to play professionally are almost required to go to college to attract the attention of an NFL team.

Don Weiss, planning director for the NFL, said NFL scouts would certainly look for talent in the new league, just as they do wherever football is being played. However, he said, the NFL's eligibility rules, which say a player cannot be signed until at least three years after his high-school graduation, will probably remain in effect.

Joe Paterno, head football coach at Pennsylvania State University, said the new league might ease some of the pressure on colleges to be the training ground for all players.

"I have kids on my own squad,

Big Ten Gets Plan on Female Athletes

Continued From Preceding Page
 to change the university's vote to Yes.

The faculty representatives did not endorse a second proposal by the Big Ten's equity panel, which would require that within 10 years, league members provide athletic opportunities to women in proportion to their representation in the student body.

In another action, the faculty representatives voted to abandon temporarily the Big Ten policy that requires junior-college transfers to sit out a year of competition upon arriving at the league's universities. League officials said new NCAA rules that will raise the academic requirements for transfer students should ease the conference's concern about the preparedness of transfers.

People in Athletics

Joseph Bush, football coach at Hampden-Sydney College, also to athletics director.

Wendell Carr, athletics director at Campbell U., has retired.

W. C. Gordon, football coach at Jackson State U., to athletics director.

Gary Hunter, athletics director at U. of Idaho, to athletics director at Wichita State U.

Jonathan LeGros, assistant commissioner of the Atlantic Coast Conference, to commissioner of the Midwestern Collegiate Conference.

Daryl Ann Leonard, former director of ath-

letics at U. of Wisconsin at Milwaukee, to athletics director at U. of Wisconsin at Platteville.

Frank McInerney, athletics director at U. of Massachusetts at Amherst, has retired.

Billy Stay, director of physical education at Livingston U., to athletics director.

Thomas Stewart, director of development for the athletics department at U. of Utah, to athletics director at Weber State U.

Grant Teaff, football coach at Baylor U., also to athletics director.

Philip Wingert, men's soccer coach at Wilkes College, also to athletics director.

like on every other squad, who wouldn't be in college—shouldn't be in college—but are here just to play football," he said. "They are wasting their own time because they aren't getting an education that will serve them. They are wasting the faculty's time and they are wasting university resources that could better be used on students who are at college to learn."

The idea of the football foundation has been particularly well received by some observers because it comes at a time when the National Collegiate Athletic Association is tightening admissions standards for athletes at Division I schools and reducing the number of football scholarships colleges may offer.

Mr. Paterno noted that since 1966 Division I-A institutions must cut the number of football scholarships to 85 from 95 by 1995, more than 1,000 athletes would not have the chance to play at those colleges.

'A Copout'

Mr. Ralston said that the purpose of the league was to serve athletes who do not have a chance for a scholarship—not to compete with colleges for players.

But Charles McClendon, executive director of the American Football Coaches Association and a former coach at Louisiana State University, said he wasn't sure that was the case. He said that when Mr. Ralston ran the idea by him last year, he replied that the new league would be "a copout for kids too lazy to go to college."

"If I'm a borderline student who's never had a \$100 bill in my pocket, I may go over to the corporations, where they'll give me \$2,000 a month and some kind of education," Mr. McClendon said. Other coaches, however, don't see the league as a threat to their recruiting efforts.

"Some may cringe at first thought that they might lose some talent," said Jim Walden, head football coach at Iowa State University. "But why should we worry—a scholarship to college is still the most attractive offer around. Athletes who don't choose us may need a different experience anyway."

Even at the two-year college level, coaches should have little to fear, said Walter Rilliet, commissioner of athletics for the Community College League of California. Tuition at community colleges is typically very affordable, he added, and athletes are attracted to two-year campuses because they are considered a jumping-off point to four-year programs.

ATHLETICS NOTES

- Ashland U.'s chief and provost resign over sports controversy
- Cal. students come to the rescue of intercollegiate athletics
- Chancellor says U. of Pittsburgh football violated NCAA rules
- N.Y. judge says Syracuse basketball player cannot sue NCAA

The president and the provost of Ashland University stepped down this month, following months of controversy over an inquiry into possible violations of National Collegiate Athletic Association rules.

President Joseph R. Shultz, who is 65 years old, announced his retirement at a university dinner. He had been under fire since January from faculty members and some trustees over his handling of an NCAA investigation into charges of cash payments and possible academic improprieties involving men's basketball players.

Many of the complaints arose after the Cleveland Plain Dealer reported in January that Mr. Shultz had ignored evidence of wrongdoing in the basketball program that had been provided by the university's former athletics director, Fred Martinelli. The newspaper published excerpts of Mr. Martinelli's confidential memoranda to the president, dating back more than a year, in which he told the president of possible wrongdoing.

At least one trustee had called for Mr. Shultz's resignation, and the board, at the urging of the university's faculty forum, had hired a team of consultants to review the administration's performance. The results of the review have not been released.

The provost, Lucille G. Ford, quit the day after the president announced his retirement. She said a new chief should be able to select his or her own provost.

Ms. Ford had told faculty leaders that Mr. Shultz had ordered her to cease her investigation into charges that a basketball player received an A grade in a first-aid course for which he had not done the work. However, a university spokesman, Steve Hannon, said Ms. Ford's review had been halted because the teacher of the course is an athletic trainer who is an administrator rather than a faculty member, and hence does not fall under the provost's purview.

A group of administrators and professors investigated the charges instead, and the university released a statement last week saying the inquiry had been closed without a finding of wrongdoing, Mr. Hannon said.

He added that Ashland was awaiting word from the NCAA on the results of its investigation into charges that a basketball player had received \$10 from a booster for every dunk, and that the team used ineligible players.

—DOUGLAS LEDERMAN

Students at California State University at Chico have come to the rescue of

intercollegiate athletics, voting this month to raise their fees to avoid the budget-driven elimination of sports teams.

Students approved an advisory measure calling for increasing their annual activities fees to \$114 from the current \$34, which would replace most of the \$1.4-million that the university has traditionally contributed to the athletics budget. The athletics program is expected to raise the rest of the \$1.4-million through increased donations.

Robin Wilson, Chico's president, said that on the basis of the vote, he would impose the new fee to pay for the 12 men's and women's sports teams that faced termination in 1992-93. The money also will save the jobs of most coaches in the programs, who were threatened with layoffs.

The university was prepared to drop the sports programs as part of a planned \$4.5-million budget reduction resulting from expected cuts in state revenues, a spokesman said. Since the vote, the planned reduction has been increased to nearly \$9-million requiring the elimination of an estimated 100 faculty positions, he said.

Students endorsed the fee increase by a margin of 63-to-37 per cent, with 39 per cent of the students voting, a much higher turnout than in most previous student ballots.

The fee increase also will give students free admission to all athletic events and to intramural sports activities, which is believed to have helped the ballot measure pass.

About 7,000 of the university's 15,700 students participate in intramural activities, the spokesman said, which they now must pay for.

Students at California Polytechnic State University at San Luis Obispo last November agreed to increase their fees over four years from the present \$8 a quarter to \$34 a quarter to save teams. About half of the university's 16 intercollegiate programs had been scheduled for elimination to reduce the budget, a university spokeswoman said.

—JACK MCCURDY

The football program at the University of Pittsburgh violated at least a dozen NCAA rules in the last six years, the university's chancellor, J. Dennis O'Connor, announced last week.

The university released a summary of its report to the NCAA, in which it detailed the violations that its internal investigation had proved to be true and some others that it could

not fully substantiate. The university said that it had interviewed about 100 witnesses, but that three former football coaches had refused to cooperate with its inquiry.

The Pittsburgh investigation, sparked by reports in the Pittsburgh Post-Gazette on possible wrongdoing in the football program, found that former coaches had given football recruits luxury hotel rooms, limousine rides, and extra expense money, and had given players improper gifts, meals, and clothing from 1986 until February 1990.

Although it could not find conclusive proof, Pittsburgh said it was "more probable than not" that a former coach had given players "small amounts of money" for personal use.

Virtually all of the violations, Pittsburgh officials stressed, occurred before the university's new football coach, Paul Hackett, replaced Mike Gottfried, whose contract was bought out after the 1989 season.

The university said it had sent its report to the NCAA and would cooperate with the association's investigation.

—D.L.

A state judge in New York ruled last week that a Syracuse University basketball player had no legal standing to sue the NCAA over his suspension last fall.

The player, Conrad McRae, sued the NCAA for \$1.35-million after it declared him ineligible as part of its investigation into possible rule breaking at Syracuse.

The judge said that the NCAA's relationship with Syracuse, not with Mr. McRae, was the basis for the lawsuit. Mr. McRae's lawyer argued that the NCAA had initiated a direct relationship with the player when it induced him to cooperate with its investigation of possible violations at Syracuse.

The lawyer said Mr. McRae would appeal.

—D.L.

Briefly Noted

■ The National Association of Collegiate Directors of Athletics last week named Homer Rice, athletics director at the Georgia Institute of Technology, to receive its highest honor, the James J. Corbett Memorial Award, which signifies devotion to intercollegiate athletics.

■ Sports officials from East Carolina and Memphis State Universities and the Universities of Cincinnati, Southern Mississippi, and Tulsa have formed the Independent Football Alliance, to make it easier for them to schedule games and get recognition.

Athletics

Dispatch

The University of Nebraska at Omaha has moved quickly to establish ties with post-Communist Afghanistan.

Since 1986 the university has operated a program to provide education for refugees from the fighting in Afghanistan and to plan the development of schools inside that war-torn country.

The program furnished logistical, administrative, and professional support to an on-site unit in Peshawar, Pakistan, called the Education Center for Afghanistan, which functioned as an education center in exile for Afghans who avoided the Soviet occupation of their country.

University staff members working out of the Peshawar center helped plan primary and secondary schools that were established in areas of Afghanistan under rebel control. The program also coordinated teacher training and literacy efforts. Those efforts will now be extended to other parts of the country.

The U.S. Agency for International Development has provided financial support for the project—some \$30-million since 1986. It recently announced a grant of \$18-million for a three-year continuation of the project, with an option to extend it beyond 1995.

"The continuation of this grant will permit the university to participate in the reconstruction of Afghanistan and in the education of people at this critical juncture in its history," says Thomas Coulter, who is dean of international studies and programs at the Nebraska campus and director of the Center for Afghanistan Studies.

Shahzadullah Mohaddedi, a former Kabul University professor, has been named to put together a new Afghan government. Mr. Mohaddedi is a guest of the Center for Afghanistan Studies in 1992 and was the first foreign guest to address the Nebraska Legislature.

■ A Muslim university in India was shut down after students disrupted examinations and staged other protests against a professor who suggested the country should lift its ban on Salman Rushdie's controversial novel, "The Satanic Verses."

Three faculty members were attacked by rampaging students before officials of Jamia Millia Islamia University in New Delhi closed all classes and ordered dormitory residents to vacate their rooms.

Before the protests turned violent, groups of students had staged day-long hunger strikes to press their demand for the resignation of Mushirul Hasan, a professor who is considered a leading Muslim historian.

Mr. Hasan had published an article in Sunday, a weekly news magazine, in which he called for Muslims to lift the ban, which, he wrote, gave the country "an image of being intolerant and undemocratic."

International

Britain's Polytechnics Strive for Nobility as Universities

But one takes name of founder of lottery

By DAVID WALKER

LONDON

The leader of the English barons who revolted against King Henry III in 1258 and the founder of a weekly lottery are among those for whom Britain's polytechnics are now naming themselves as they take on the label of "university."

The government has approved 14 name changes so far under a recently enacted law giving the polytechnics the right to call themselves universities.

Leicester Polytechnic is now officially to be known as De Montfort University, after Simon de Montfort, the Norman warrior who, as Earl of Leicester, marshaled the barons against Henry III and later became the effective ruler of England.

Liverpool Polytechnic has taken the name Liverpool John Moores University, honoring a local tycoon who has made a fortune promoting a weekly lottery based on the results of English soccer games.

The name changes are part of the government's plan to reduce the distinctions between the universities and other degree-granting, higher-education institutions.

In the 1960's and 1970's Britain established 30 polytechnics to provide higher education at lower cost and with more technical and vocational emphasis than the 48 traditional universities, but with business-like degree offerings. The polytechnics have since sought to prove that

their teaching standards are as high as those of the universities. Some have taken on extensive research commitments as well.

Lobbying by Other Institutions

Kenneth Clarke, the former Secretary of Education who is now Home Secretary, saw the renaming process as a way of rewarding the polytechnics for expanding their enrollments and—unlike the universities—not always complaining about inadequate government funds.

Not all of the name changing has gone smoothly. The Committee of Vice-Chancellors and Principals, which represents the traditional universities, successfully

lobbied Mr. Clarke to prevent polytechnics from taking any title that would "compromise" existing universities. Mr. Clarke sent a letter last fall forbidding Leeds Polytechnic from calling itself the Leeds City University, which, it was argued, might have caused students to confuse it with Leeds University.

The several polytechnics in London were given a strong warning by the vice-chancellor of the University of London that his institution would fight their use of any name that sounded like London University.

The first batch of name changes to be approved were not controversial—and not

Continued on Following Page

Mandela Gets Honorary Post on One Campus and Stirs Debate on Another

By LINDA VERGNANI

CAPE TOWN

South Africa's University of the North, until recently the most repressive black higher-education institution in the country, has installed Nelson Mandela, the president of the African National Congress, as its new chancellor, an honorary position.

On another South African campus, however, controversy erupted over plans to award an honorary degree to Mr. Mandela. Protests also greeted plans to award an honorary degree to an American diplomat.

The University of the North was originally established by the government as a segregated, black, "bush" college in a remote area of the Northern Transvaal. The campus was rocked by student protests throughout the 1970's and 80's. The disturbances were met with harsh repression, culminating in the occupation of the campus by armed South African troops for three years in the late 1980's.

'Transformation and Democratization'

However, under the leadership of Chabani Manganyi, its new vice-chancellor and chief operating officer, the university is undergoing a democratic reorganization involving academics, students, and staff workers. It now enrolls 11,000 black students, the largest number at any residential university in the country.



Nelson Mandela, who was honored by South Africa's University of the North: "At last we are transforming an instrument of oppression into a vehicle of liberation."

Mr. Manganyi, who was officially inaugurated at the same ceremony last month at which Mr. Mandela was honored, said the "transformation and democratization of university governance" was a critical issue in South African higher education. He called for legislation that would require such changes at the country's universities.

Mr. Mandela said the institution's gov-

erning bodies were demonstrating "a marked readiness to initiate changes intended to transform the university in response to the winds of change blowing across the country." Mr. Mandela congratulated Mr. Manganyi, saying that the institution was now "on course to become a true people's university." He added: "At

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Britain's Polytechnics Strive for Nobility as Universities

Continued From Preceding Page
very exciting. The institution that used to be called North Staffordshire Polytechnic and then became Staffordshire Polytechnic is now Staffordshire University. Wolverhampton Polytechnic becomes the University of Wolverhampton. And so on.

More interesting is the title adopted by Newcastle Polytechnic. It is calling itself the University of Northumbria—a reference to an ancient Anglo-Saxon kingdom last heard from in the 11th century.

Liverpool Polytechnic's decision to honor a businessman with

its new name greatly offended its students, who passed several resolutions condemning the rector, Peter Toynne. Mr. Toynne defended the decision by calling Sir John Moores one of Liverpool's "foremost benefactors," and praising "his commitment to equal opportunities and education and training for all."

National Lottery Planned

Sir John's role as a potential benefactor of the university may be threatened, however. The Conservative government has said it plans to introduce a national lot-

tery, which probably would cut sharply into Sir John's profits.

The polytechnics have until June to apply to change their names. Not all of them see an advantage in making a change. Oxford Polytechnic, which was sternly warned by the University of Oxford not to call itself the New University of Oxford or anything along those lines, is sticking with its original name.

Unlike Newcastle Polytechnic, Birmingham Polytechnic rejected the name of the ancient Anglo-Saxon English kingdom, Mercia, in which it is located. The front runner as a new name for the institution is now the University of Central England. David Warner, Birmingham's director of external affairs, said the acronym UCE "had a good ring."

Mandela Gets Honorary Post at a University

Continued From Preceding Page
last we are transforming an instrument of oppression into a vehicle of liberation."

Since Mr. Mandela's release from prison two years ago he has been awarded honorary degrees by several of South Africa's black and liberal universities. But last month he asked the racially open University of Natal to postpone conferring an honorary doctorate of laws degree on him for what he said were "reasons of state."

Students on the campus had

threatened to boycott the ceremony because Mr. Mandela's degree was to be conferred by the university's chancellor, former Supreme Court Judge Ramon Leon. While on the bench, Judge Leon sentenced an African National Congress member to death for a 1964 limpet-mine attack in which several people were killed.

Award Postponed

Apparently bowing to the student protests, Mr. Mandela reversed his initial plans to accept the honor and told the university's vice-chancellor he could not attend. The university agreed to his request to postpone the award until another time. Mr. Mandela did not attend the graduation.

At one of the University of Natal's four commencement ceremonies, a group of about 100 graduating black medical students disrupted the exercises. The graduation went ahead after the president of the medical-students council was allowed to address the gathering and air a variety of student grievances. Since the 1970's, medical-school graduates have boycotted commencement exercises to protest apartheid.

The university's vice-chancellor, James Leatt, condemned the demonstrators' conduct as "despicable" and said disciplinary action would be taken against students who had broken university rules.

At Rhodes University, more than 50 faculty members and librarians publicly denounced the institution's decision to award an honorary degree to Chester Crocker, former U.S. Assistant Secretary of State for African Affairs.

The protesters published an open letter saying Mr. Crocker was unfit for the award. They said Mr. Crocker was the architect of the Reagan Administration's policies on southern Africa, which "endorsed South Africa's illegal occupation of Namibia and so delayed Namibian independence for a decade." They also said that Amer-

A statement by the South African Students Congress described the decision to award the degree to Mr. Crocker as "scandalous."

can support for UNITA—the National Union for the Total Independence of Angola—had "perpetrated a destructive civil war in which brought death and economic ruin to thousands of Angolans."

Some Rhodes students were especially unhappy with the planned award to Mr. Crocker, since the nomination of Govan Mbeki, a senior African National Congress official, for an honorary degree had reportedly been turned down by the university's Senate and Council. A statement by the South African Students Congress described the decision to award the degree to Mr. Crocker as "scandalous."

Derek Henderson, vice-chancellor of Rhodes University, said the institution planned to go ahead with awarding Mr. Crocker the honorary degree this month.

International

New Zealand Professors and Administrators at an Impasse in Salary Talks

WELLINGTON, NEW ZEALAND—Negotiations between a national faculty union and the administrators of New Zealand's universities over a new contract for the coming year have broken down as a result of what the union says is government interference.

The union, the Association of University Staff of New Zealand, is trying to reach agreement with the University Vice-Chancellor's Committee on a new faculty-salary scale.

The talks came to an impasse, according to the union, when a government agency—the State Services Commission—instructed university administrators to play all academic staff members on individual contracts.

The faculty negotiations are the latest in a series of disputes since the passage of a controversial law, the Employment Contracts Act of 1991.

Labor officials in New Zealand, led by the head of the faculty union, have criticized the law, saying its purpose is to weaken the in-

fluence of collective bargaining and clear the way for individual contracts throughout the country's workforce.

Unions across New Zealand

The union says that working conditions have deteriorated and salaries have declined, leading to the morale of academics to plummet.

led a national strike last year to force the legislation. The act was passed by Parliament despite widespread opposition, including a strong response from university faculty members. It took effect in December.

According to union officials, working conditions at the nation's universities have deteriorated and salaries have declined, causing the morale of New Zealand's academics to plummet.

The faculty union is now alerting academics in other countries to the situation.

In an unusual move, the union asked out advertisements in education journals and newspapers around the world, including *The Chronicle of Higher Education*, advising academics not to accept university positions in New Zealand unless they obtain guarantees of salaries and working conditions. It also asked foreign academics not to accept any positions without first contacting the union.

Long-Term Effect?
The president of the association, John Voss, said faculty members in New Zealand were concerned that the new contract would sign individual contracts with foreign professors at lower salaries and worse conditions than now exist. That could have an adverse long-term effect on the salaries and conditions of New Zealand's academics, he said.

Advertisements said the government had improperly intervened in the negotiations by ordering the vice-chancellors to hire faculty members on individual contracts.

Under such an arrangement there would be no salary adjustment for the second consecutive year, and no mechanism to determine or guarantee that they would receive future salary increases.

The government, which maintains that its actions are in accord with the law, has had no official reaction to the advertising campaign.

However, the vice-chancellor of Waikato University in Hamilton,

Wilf Mulcom, attacked the faculty union for its advertisements, saying they were putting the reputation of higher education in New Zealand at risk.

Overseas Comparisons

Mr. Vos said that since New Zealand's universities attracted about 60 per cent of their faculty members from other countries, academic salaries had to be compared with those overseas.

On that basis, he said, faculty salaries in New Zealand are now significantly below those of academics in many other countries, and conditions of employment are much worse.

From 1980 to 1990, enrollment at New Zealand's universities increased by more than 60 per cent. In that same period, the number of faculty members rose by less than 9 per cent.

Since 1990, when the country's academics last received a pay raise, there has been a further 15-per-cent increase in enrollments—with no corresponding increase in faculty staffing.

Mr. Vos warned that the country's university system would go into decline as a result of the government's action to take away the right of academics to bargain collectively.

Mr. Vos said the negotiations

with the vice-chancellors were intended only to reach agreement on a contract covering new salary scales, leaving individual universities to determine their own conditions of employment. The government, he said, rejected that approach.

Warning From Australia

The union and the vice-chancellors are scheduled to meet again this week to discuss what actions to take next.

Faculty unions in Australia have warned their own members not to apply for university positions in New Zealand unless they are offered salaries and working conditions equal to or better than those available to New Zealand academics.

—GEOFFREY MASLEN

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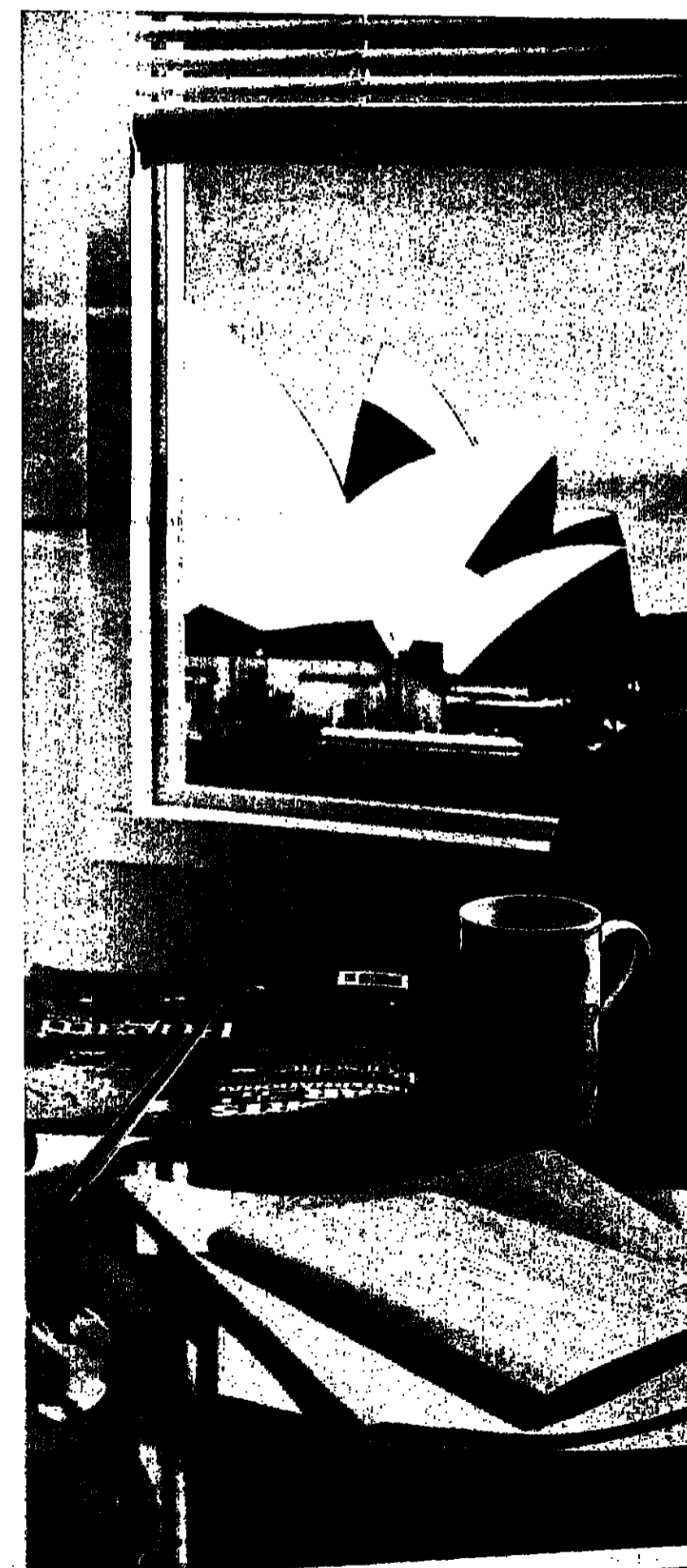
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Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

FACULTY MEMBERS at Utah State University have been vocal in the last few months in expressing concern about the nature of the search for a successor to **Stanford Cazier**, who retires as president on July 1.

Seven of the last nine searches for college presidents in Utah have resulted in the appointment of white, male Mormons. (No college in Utah has ever had a female president.)

Citing such concerns, **W. Rolfe Kerr**, Utah's Commissioner of Higher Education, withdrew as a semifinalist last month, prompting State Sen. **John Holmgren** to say that he'd hate to see a candidate from out of state succeed Mr. Cazier because "that person would be a stranger to Utah and would probably just come for the money." (The position pays \$125,000 annually.)

Early this month the Utah Board of Regents made their choice: **George H. Emert**, a biochemist and executive vice-president of Auburn University in Alabama. Mr. Emert will be the land-grant university's first non-Mormon president since **Jeremiah Sanborn**, its first president, who took office in 1890.

Arthur K. Smith, who took over the presidency of the University of Utah last September, is the first non-Mormon to hold that post.

Joseph J. Hazelwood, commander of the Exxon Valdez when it ran aground and dumped 11 million gallons of crude oil in Alaska's Prince William Sound, has found a new job, at the State University of New York's Maritime College. Mr. Hazelwood, a member of the college's class of 1968, will work on the institution's training vessel, where his duties will include "teaching cadets how to stand watch," according to Rear Admiral **Floyd H. Miller**, the college's president.

John Davens, a former mayor of Valdez, Alaska, had this to say: "If it's true that we learn from our mistakes, Joe ought to be a heck of a good teacher."

The president of Hampden-Sydney College has quit after less than a year in office. In his letter of resignation, **Ralph A. Rossum** wrote: "At this time, at this institution, I believe I can contribute most effectively to achieving academic excellence by joining the faculty as a tenured professor in the Political Science Department. Additionally, such a course of action will allow me the opportunity to remain the active publishing scholar and teacher that I am and the devoted husband and father I owe it to my family to be."

Before taking office last July, Mr. Rossum was vice-president and dean of the faculty at Claremont-McKenna College.

Hanna H. Gray, who will leave the presidency of the University of Chicago in June 1993, is one of the new nominees to the board of regents of the Smithsonian Institution. **Robert McCormick Adams**, secretary of the Smithsonian, was provost and professor of anthropology at Chicago before coming to Washington in 1984.

For the record, some recently announced name changes: Roger Williams College will open Rhode Island's first school of law in August 1993. Anticipating that move, the college's Board of Trustees has voted to change the institution's name to Roger Williams University, effective immediately.

Effective August 1, Sumter Area Technical College will become Central Carolina Technical College.



Barbara Moody
Montclair College
of Art

Roger V. Bennett
National
University

George H. Ingram, Jr.
Temple University

Frederick J. Streets
Yale University

Michele Haney
Front Range
Community College

Harold D. Germer
Ottawa University

Roy Flores
Virginia Community College
System

New college and university chief executives: Arkansas State University, John N. Mangieri; Fairleigh Dickinson University, Francis J. Mertz; Hawkeye Institute of Technology, Phillip O. Barry; La Salle University, Brother Joseph F. Burke; Linfield College, Vivian A. Bull; Northeastern Ohio Universities College of Medicine, Robert S. Blacklow; Ottawa University, Harold D. Germer; Presbyterian School of Christian Education, the Rev. Wayne G. Boulton; University of Montevallo, Robert M. McChesney; Utah State University, George H. Emert; University of Wisconsin at Superior, Betty J. Youngblood; Walsh College, the Rev. Richard J. Mucowski.

Other new chief executives: Duke Endowment, Jere W. Witherspoon; International Research & Exchanges Board, Daniel C. Matuszewski.

Appointments, Resignations

Betty D. Allamong, provost and vice-president for academic affairs at Bloomsburg U., has announced her retirement, effective June 30.

Lynette Allen-Collins, assistant director of personnel services at Trenton State College, is director of human resources at Beaver College.

John T. Baker, director of counseling at Ohio State, is dean of student services at College of Alameda.

Philip O. Barry, president of Salem Community College (N.J.), is president of Hawkeye Institute of Technology.

Roger V. Bennett, former dean of the college of education and allied professions at Bowling Green State U., is vice-president for academic affairs at National U. (Cal.).

William A. Blumhagen, Jr., executive vice-president of Florida State's Youth Ranches Foundation (Boys Ranch, Fla.), is assistant to the president for development at Alma College.

Robert S. Blacklow, senior associate dean and professor of medicine at Jefferson Medical College of Thomas Jefferson U., is president and dean of Northeastern Ohio Universities College of Medicine.

Gordon Bond, acting associate dean of the college of liberal arts at Auburn U., is dean of the college.

The Rev. Wayne G. Boulton, professor and chair of religion at Hope College, is president of Presbyterian School of Christian Education, effective July 1.

Paulak Boyle, chancellor of U. of Wisconsin-Extension, has announced his retirement, effective December 31.

A. Larry Brannen, dean of agriculture at U. of Idaho, has announced his resignation, effective in July 1993.

John W. Brantigan, physician at Cleveland Spine and Arthritis Center at Lutheran Medical Center (Cleveland), is associate professor of orthopedic surgery and chief of spinal reconstructive surgery at Creighton U.

Gregory N. Brown, vice-president for research and public service at U. of Maine, is head of the College of Forestry and Wildlife Resources at Virginia Polytechnic Institute and State U.

Vivian A. Bull, professor of economics at Drew U., is president of Linfield College, effective in August.

Brother Joseph F. Burke, provost at La Salle U., is president, effective July 1.

Joanne E. Burley, assistant vice-president for academic affairs at Cleveland College, is executive officer of the McKeesport campus of Pennsylvania State U.

J. Richard Chase, president of Wheaton College (Ill.), has announced his retirement, effective July 31, 1993.

C. J. Parker Chason, Jr., president of Col. J. Parker Chason, Jr., is executive vice-president of North Carolina College, part of Community College System of North Carolina.

Allen R. Cohen, interim vice-president for academic affairs at Bates College, is dean of the faculty.

Ronald Connolly, former vice-president for education at Greenville Technical College, is vice-president for academic and student affairs at Gaston College.

James E. Cook, controller at Central Michigan U., is associate vice-president for business and finance.

Continued on Page A34

The Twenty-Seventh Annual Conference of the National Collegiate Honors Council

October 28-November 1, 1992

The 1992 NCHC meeting includes programs and sessions aimed at large and mid-sized universities, small colleges, and two-year colleges. The program combines "nuts-and-bolts" sessions dealing with matters such as budget, student recruiting, program administration, etc., with abstract, theoretic sections. A special emphasis at the 1992 conference is Honors as Discovery.

The 1992 NCHC conference also features presentations of outstanding graduate student research projects, descriptions of exemplary programs, a series of sessions using the host city as a model for developing curricula that use as their subject matter the indigenous resources of a given locale's traditional and popular culture, and an "on Market."

BEGGINING IN HONORS, a preconference workshop will be held on Friday, October 28. A program of useful discussions and presentations. **BEGGINING IN HONORS** is aimed specifically at new Honors administrators and at those representing colleges and universities considering founding Honors Programs, or having recently done so. The workshop includes sessions, led by experienced Honors administrators on special issues—the organizational structural areas which represent the foundation of any successful honors program. For additional information about **BEGGINING IN HONORS** contact Dr. Anne Ponder, Academic Dean, Kenyon College, Gambler, Ohio 43022.

NATIONAL COLLEGIATE HONORS COUNCIL is a professional association of faculty, administrators and students representing over 500 colleges and universities with Honors Programs. This organization fosters the development of curriculum, pedagogy, and programs for student achievement and exceptional academic challenge. NCHC publishes a journal, *Forum for Honors* and a newsletter, *The National Honors Report*.

For further information and membership or conference registration materials, write Dr. William P. Mech, NCHC Executive Secretary/Manager, Boise State University, 1910 University Drive, Boise, ID 83725-1125. Phone: 208-385-1208 BITNET: AHPMECH@IDBSU Fax: 208-385-1247.

INTERNATIONAL PEACE AND SECURITY

Research Workshop Competition

The Social Science Research Council Committee on International Peace and Security announces a competition for grants to support small, topical workshops. These grants of up to \$5,000 are available for workshops on topics that test established assumptions about peace and security. Workshops must include groups of junior faculty members and other junior scholars to meet for two or three days of intensive discussions of a specific topic. Workshops must involve papers. Workshops are expected to lead to further collaboration, and preferably the publication of research findings.

Workshops must be initiated by individual recipients of SSRC-MacArthur Foundation Fellowships in International Peace and Security (past and present), MacArthur Foundation Grants for Research and Writing, MacArthur Collaborative Studies Grants, or any other direct or indirect grant from the MacArthur Program on International Peace and Cooperation. For more information contact: The Program on International Peace and Security, SSRC, 605 Third Ave., New York, NY 10158 USA. (212) 661-6800. FAX: (212) 370-7896. Deadline: September 15, 1992.

FACULTY SEMINARS ABROAD

The CCIS is pleased to announce the following overseas professional development seminars during calendar 1992 - 1993.

MEXICO: Mexico City and Querétaro—September 26 - October 4, 1992; approximately \$1,400 plus airfare.

GERMANY: Berlin and Potsdam—October 3 - 10, 1992; approximately \$1,695 including airfare. Application deadline is June 3rd.

SPAIN: Seville, Spain and Lisbon, Portugal—March 4 - 13, 1993; approximately \$1,250 plus airfare.

For registration information contact:
College Consortium for International Studies (CCIS)
Suite 203B, 301 Oxford Valley Road
Yardley, PA 19067 Phone: (215) 493-4224

MANAGEMENT SEMINARS

June 1992

Saratoga Springs, New York

15 16 17 18 19

Monday	Tuesday	Wednesday	Thursday	Friday
Strategic Planning in the Higher Education Setting Robert Shirley, President, University of Southern Colorado \$400	MIS for Strategic Planning and Decisionmaking Dennis Jones, President, NCHEMS \$200	Linking Planning with Budgeting Robert Liveness, President, NCHEMS Dennis Jones, President, NCHEMS \$400		
Developing a Student-Tracking Database Peter Ewell, Senior Associate, NCHEMS \$400	Responding to "Student Right to Know" Issues and Alternatives Peter Ewell, Senior Associate, NCHEMS \$200	Campus Planning for Successful Retention Cheryl Lovell, Staff Associate for Research, NCHEMS \$200		

These seminars, and others, can also be done on your campus.

For more information, call or write:

Arlene Barr
NCHEMS Management Services, Inc.
P.O. Drawer P
Boulder, CO 80301-9752
(303) 497-0345 or 497-0365
FAX: (303) 497-0338



The Ramada Renaissance Hotel in Saratoga Springs, New York, will host our seminars. Please call Debbie Gifford at James Travel Points to make your reservations. (800) 284-0292

LABS FOR LIBERAL LEARNING III

The Third National Conference on the Role of Laboratory Exercises in General Education Science Courses

THE FUTURE IS NOW!

San Diego, CA • Thursday, Friday & Saturday, June 11-13, 1992

Sponsored by: Hunter College of The City University of New York and California State University San Marcos with the assistance of a grant from the Fund for the Improvement of Post-Secondary Education.

Featuring: Posters, Demonstrations, Group Discussions, Contributed Papers and Presentations by:
David Goodstein: Keynote Address: *Labs and Literacy*
Ezra Shahn: *Developing Concepts with Reconstructed Historical Experiments*
Priscilla Laws & Ron Thorston: *Advantages of State-Of-The-Art Instrumentation in Introductory Courses*
Roger Persell: *Rethinking the Introductory Biology Laboratories: Traditional vs. Molecular*
Fred Goldberg & Sharon Bendall: *Current Research in Science Education: Using Technology to Facilitate Thinking*

Registration is limited. The fee of \$95.00 includes refreshments, two lunches, one dinner and transportation from downtown San Diego to the conference site at California State University San Marcos.

Participation is open to a limited number of posters, demonstrations and papers. Write or call for details.

Accommodations will be reserved at the U.S. Grant Hotel. You will have to make your own arrangements with the hotel, and indicate that you will be attending this conference.

For additional information, contact:
Dr. Ezra Shahn • Dept. of Biological Sciences • Hunter College • 695 Park Ave., NY, NY 10021
Phone: (212) 772-5348 • FAX: (212) 772-5227 or
College of Arts and Sciences • 820 West Los Valles Blvd. • San Marcos, CA 92068-1477
Phone: (619) 752-4200 • FAX: (619) 752-4030

14th CONFERENCE ON THE CARIBBEAN OCHO RIOS, JAMAICA

July 29-31, 1992

Themes:
The Caribbean in the 21st Century

Program Information:
Tel: 606-257-5966
Fax: 606-258-1072
(University of Kentucky)

Travel Information:
Tel: 606-257-5974

1992 Registration Fee: \$499 (includes airfare, hotel, meals, and conference fees)

Association of Caribbean Studies
P.O. Box 22202
Lexington, KY 40522

PARTICIPATORY STRATEGIC PLANNING AND MANAGEMENT FOR THE EFFECTIVE COLLEGE AND UNIVERSITY ADMINISTRATOR

A workshop presented by University of South Carolina and Quigley & Associates

Now in its fifth year, the workshop addresses:

• Dynamics of participatory planning • Key elements of strategic planning • Achieving faculty consensus and commitment • Revitalizing an existing planning process • Strategic management of the plan

Each session of this proven workshop is limited to only 16 participants to maximize individual attention, and features an optional one-on-one institutional planning assessment session.

At three locations:

University of South Carolina, July 19-21, Columbia, SC
Henry Ford Community College, July 31-Aug 2, Dearborn, MI
Monterey Institute for International Studies, Aug 5-7, Monterey, CA

\$195 discount for pre-registration (by June 1); \$95 discount for early registration (2 weeks prior to session of choice); multi-party discounts available. (Normal fee: \$1095 excluding lodging)

To receive your brochure/application, contact Dr. F.A. Hilenksi, Dean's Office, College of Humanities and Social Sciences, University of South Carolina, Columbia, SC 29208, (803) 777-7042

Gazette

Continued from Page A34

Ernest Cramen, dean of academic affairs at Montgomery County Community College (Pa.), to vice-president for academic affairs at Union County College (N.J.).

Anthony M. Cummings, former dean of education at Princeton U., to dean of the college of arts and sciences at Tulane U.

John B. Darstine, former dean of social science and allied health at Lehigh County Community College, to chair of nursing at Neumann College.

Donald G. Dickason, vice-president for higher education at Peterson's Guides Inc. (Princeton, N.J.), to vice-president for enrollment management at Drexel U.

F. Gerald Dillashaw, associate dean of the college of education and health sciences and director of the college center for research and service at Bradley U., to dean of the division of education, health, physical education, and leisure and sports management at Elton College.

Lewis M. Duncan, associate dean of the college of sciences and professor of physics at Clemson U., to dean of the college of engineering and applied sciences at U. of Tulsa.

Stephen D. Egan, director of East Asian languages and literatures at U. of Oregon, to associate dean for humanities in the college of arts and sciences.

Regis J. Ebnner, consultant in Pittsburgh, to special assistant to the president for institutional advancement and admissions at Charleston College.

Christine Edgemont, grant coordinator at Borgess Medical Center (Kalamazoo, Mich.), to associate director of development at U. of Michigan at Dearborn.

George H. Emert, executive vice-president of Auburn U., to president of Utah State U., effective July 1.

Roy Flores, dean of financial and administrative services at Northern Virginia Community College, to executive vice-chancellor of Virginia Community College System.

Bruce A. Foster, professor of economics at U. of Wyoming, to dean of the college of business.

Oliver Frieder, dean of the school of computer and information science at Syracuse U., to professor and dean of the school of engineering and applied science at George Washington U.

Kurt G. Geringer, professor of psychology at Fordham U., to dean of arts and sciences at State U. of New York College at Oswego.

Harold D. Gerner, executive vice-president at Ottawa U., to president, effective July 1.

Kimberly M. Goff-Growe, lawyer in New York, to director of the Afro-American Cultural Center and assistant dean of Yale College at Yale U.

James J. Gazzo, dean of pharmacy and allied health professions at Northeastern U., to dean of the college of pharmacy and health sciences.

Michelle Hanes, director of the division of life, health and physical sciences at Laramie County Community College, to vice-president for instruction at Front Range Community College.

Asel W. Harder, dean of instruction at Garden City Community College, has announced his retirement, effective in June.

Rob Hennigan, consultant in Glendale, Cal., to chair of computer graphics at Art Center College of Design.

Sybil Hunsley, chair of theater and dance at Winthrop College, to chair of dance and theater at U. of North Carolina at Charlotte.

George H. Ingram Jr., director of the news bureau at Temple U., to associate vice-president for university relations.

James F. Johnson, director of cooperative extension at Virginia Polytechnic Institute and State U., has announced his retirement, effective September 1.

Andrew Kerek, dean of the college of arts and sciences at Bowling Green State U., to provost at American U. in Cal.

James F. Kimpel, dean of the college of science and professor of meteorology at U. of Oklahoma, to provost.

Robert G. Kinyard, dean of student services at U. of Michigan at Flint, to dean of student services at Texas State Technical College at Waco.

Fred Koetter, architect in Boston and professor of architecture at Harvard U., to dean of the school of architecture at Yale U.

Suzanne Amy Liberty, director of graduate programs in the school of management at Clarkson U., to associate dean of the graduate school and director of graduate professional programs.

Richard Mandelbaum, professor of mathematics and electrical engineering and vice-provost for computing at U. of Rochester, to director of the Center for Advanced Technology in Telecommunications at Polytechnic U.

John M. Mangano, provost and vice-chancellor at U. of New Orleans, to president of Arkansas State U.

E. Jane Martin, dean of the college of nursing at U. of Akron, to dean of the college of nursing at West Virginia U.

Anthony K. McGaughey, former director of corporate and foundation support at Villanova U., to executive director of institutional advancement at Philadelphia College of Pharmacy and Science.

Robert M. McChesney, provost and vice-president for academic affairs at U. of Montevallo, to president.

David McDaniel, chair of physics at U. of Oregon, to associate dean for natural sciences in the college of arts and sciences.

Slater Kathleen McKee, assistant professor of nutrition at Immaculata College, to vice-president for academic affairs.

Francis J. Merz, interim president of Fairleigh Dickinson U., to president.

The Rev. Stanley J. Meyer, interim dean of community life at Texas Lutheran College, to dean.

Barbara Moody, dean of the college at Mount Carmel College of Art, to vice-president.

Megan R. Morley, assistant director of the annual fund at Denison U., to director of the annual fund at Barton College.

The Rev. Richard J. Mucawale, executive vice-president of St. Bonaventure U., to president of Walsh College.

Angelo Orsini, vice-president for student development at East Stroudsburg U., has retired.

George R. Packard, dean of the school of advanced international studies of Johns Hopkins U., has announced his retirement, effective June 20, 1993. He will remain on the faculty as professor of East Asian studies and director of the center for East Asian studies.

John Praelley, associate provost at Lafayette College, to dean of the college of arts, sciences, and letters and professor of composition and communications at U. of Michigan at Dearborn.

Elio Rino, interim vice-president for academic affairs at Broward Community College, to vice-president of the Lamar County Center of Front Range Community College.

G. Gary Ripple, headmaster of University Liggett School (Grosse Pointe Woods, Mich.), to director of admissions at Lafayette College.

Ralph Rossum, president of Hampden-Sydney College, has announced his resignation, effective June 30. He will remain on the faculty as professor of political science.

Joe Stone, chair of economics at U. of Oregon, to associate dean for social sciences in the college of arts and sciences.

Ralph Z. Stenerson, former president of Hobson College, to dean of the college of business and administration at U. of Colorado at Boulder.

Thomas H. Stein, dean of admissions at Bethany College (W.Va.), to director of admissions at Wilmington College.

The Rev. Frederick J. Stroets, pastor of Mount Aery Baptist Church (Bridgeport, Conn.), to chaplain of Yale U.

Joseph P. Whalen, professor and chair of radiology at Cornell U., to dean of the college of medicine and vice-president for biomedical and medical education at State U. of New York Health Science Center at Syracuse.

Betty J. Youngblood, acting chancellor of U. of Wisconsin at Superior, to chancellor.

IN THE ASSOCIATIONS

Rosa M. Duhon-Sells, dean of the college of education at Southern U., has assumed the presidency of the National Association for Multicultural Education.

DECEASED

Daniel O. Mahuszewski, executive director of International Foundation (Moscow), to executive director of International Research and Exchanges Board.

John W. Witherspoon, deputy executive director of Duke Endowment, to executive director.

Deaths

Charles Farnham, coordinator of the Center for Small Business at the Plato campus of Central Community College (Neb.), April 9 in New Mexico.

Sanford M. Farner, 61, assistant clinical professor of pathology at State U. of New York Health Science Center at Brooklyn, May 2 in New York.

Kyu Talk Lee, 71, professor of pathology at George Washington U., April 30 in Washington.

Alvin D. Loving, 84, former professor of education at U. of Michigan at Flint, May 7 in Detroit.

The Rev. Titus Ludes, 69, former president of Quincy College (Ill.), April 29 in Sherman, Ill.

James A. S. McPeak, 92, professor emeritus of English at U. of Connecticut, May 1 in Storrs, Conn.

Carol Cunningham Parr, 50, vice-president for development at Gallaudet U., May 5 in Silver Spring, Md.

Thomas M. Peary, 82, professor emeritus of pathology at George Washington U., May 7 in Alexandria, Va.

Lee Salk, 65, professor of psychology at Cornell U. and adjunct professor of psychology at Brown U., May 2 in New York.

John Simms, 73, former professor of music at U. of Iowa, April 28 in Iowa City.

Kenneth L. Smith, 67, former professor of applied theology at Colgate Rochester Divinity School/Baylor Hall/Crozer Theological Seminary, April 25 in Rochester, N.Y.

Richard J. Thain, 73, dean for external affairs and senior lecturer in the graduate school of business at U. of Chicago, May 6 in Chicago.

Carl W. Walter, 68, former professor of surgery at Harvard U., May 5 in Boston.

Daniel E. Woods, 87, former professor of classics and archaeology at Manhattanville College, May 6 in Nashville.

Coming Events

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

27-29: Faculty development. "Creating Climates for Learning," workshops, Council of Independent Colleges, Cleveland and Philadelphia. Contact: Mary Ann Rehke, ctc, Suite 320, One Dupont Circle, Washington 20036; (202) 466-7230.

27-29: Fund raising. "Effective Personal Communication in Major Donor Solicitation," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

27-29: Minorities. "Redefining Education: The Challenge of Black Leadership," conference, Illinois Committee on Black Concerns in Higher Education, Northeastern Illinois University, Chicago. Contact: Melvin C. Terrell, (312) 794-2867, fax (312) 794-6136.

27-29: Women's studies. Conference, Association of Women's Music and Culture, Indiana University, Bloomington, Ind. Contact: (812) 855-4661 or Susan Prazier, Goldenrod and Horizons, 1712 East Michigan Street, Lansing, Mich. 48912; (517) 484-1712.

27-30: Information. "Telecommunications, Networking, and the Networked Information Resource Revolution," mid-year meeting, American Society for Information Science, Albuquerque, N.M. Contact: (301) 495-0900.

27-31: Computers. Conference on "Mathematics." Wolfram Research Inc., Sudbury, Ontario. Contact: Donna Brown, (217) 398-0700, fax (217) 398-0747.

28: Philosophy. Canadian-section meeting, International Society for Philosophy of Law and Social Philosophy, Charlottetown, Prince Edward Island. Contact: Wesley Crass, Philosophy Department, Laurentian University, Sudbury, Ontario P3E 2C6.

28: Student recruitment. "Case Study of a Gold Medal Student-Recruitment Program," workshop, Council for Advancement and Support of Education, Pennsylvania State University, University Park, Pa. Contact: (202) 328-5900.

28-29: Non-traditional education. "New Pathways to a Degree: Using Technology to Open the College," workshop, Annenberg/crs Project, Saratoga Springs, N.Y. Contact: Carol Travis, (518) 587-2100.

28-29: Student recruitment. "Using Financial Aid to Meet Your Enrollment Goals," workshop, Council for Advancement and Support of Education and American Association of College Registrars and Admissions Officers, Washington. Contact: (202) 328-5900.

28-30: American studies. "Suburban Development and Quality of Life in the U.S.A.," interdisciplinary national conference, International Institute for

Suburban and Regional Studies, Baltimore. Contact: Karol H. Borowski, (410) 426-6062.

28-30: Community colleges. Regional seminar, Association of Community College Trustees, Williamsburg, Va. Contact: ACTC, (202) 775-4667.

31-June 14: Bioethics. "Extended Bioethics Course," Grand Canyon University, Phoenix, Ariz. Contact: Diane Michutka, (202) 687-6770.

31-June 28: Humanities. "The Great Character: Warrior, Critic, and Thinker," summer institute, Cazenovia College, Cazenovia, Pa. Contact: Lyle E. Linnville, (215) 886-0860, fax (215) 751-8935.

JUNE

1-2: Computers. "Making Your Network Count," seminar, Network Inc., Las Vegas, Nev. Contact: (800) 66-MERIT or (313) 936-3000.

1-4: Engineering. National symposium on concurrent engineering, Society of Computer-Aided Engineering, Shoreham Hotel, Washington, D.C. Contact: Ruth T. Sheffield, (202) 541-1101.

1-5: Computers. International conference on fifth-generation computing systems, Association for Computing Machinery and other sponsors, Tokyo. Contact: Hidehiko Tanaka, Umezu, 400 East Seventh Street, Tokyo, Department of Electronics, Ind. 47405; (812) 332-Engineers, 7-3 Hongo 7-chome, 211-1, ext. 6663.

1-5: Computers. "Mathematics Across the Curriculum: Physics workshop, Vanderbilt University, Nashville. Contact: (615) 322-2991.

1-5: Computers. "Programme Language Paradigms," short course, Wheaton College, Norton, Mass. Contact: Fred Koller, Wheaton College, Norton, Mass. 02766; BITNET: WHEATON@WHEATON.

1-July 8: Music. "Rethinking American Music," summer institute, College Music Society, Boston College, Chestnut Hill, Mass. Contact: (617) 352-9616.

2-3: Grantmanship. "The Dynamic Grants Office: How to Lead Your Organization to Grantwriting Success," seminar, Capitol Publications Inc., Sheraton Colony Square Hotel, Alexandria, Va. Contact: NCS, (800) 838-0372.

2-4: Fund raising. "The Fund Raising School: Leadership Development in Fund Raising," Indiana University, Indianapolis. Contact: Center for Philanthropy, (317) 274-7083, fax (317) 684-8900.

2-5: Learning. "Defining the Role of the Language Lab," conference, International Association for Learning Laboratories, University of Kansas, Lawrence, Kan. Contact: John Hay, (913) 864-4759, BITNET: HUY@UKAN.

2-5: Phenomenology and literature. "Legacy Old and New: Creativity and Continuity in Culture," conference, International Society for Phenomenology and Literature, Luxembourg, Luxembourg. Contact: A.-T. Tymieniecka, World Phenomenology Institute, 348 Poyon Road, Belmont, Mass. 02178.

2-5: Student personnel. "Student Employment: Making It to the Winner's Circle," annual conference, Association of Student Personnel Administrators, Louisville, Ky. Contact: Viki Post, (502) 252-3843.

2-7: Conservation. Annual meeting, American Institute for Conservation of Historic and Artistic Works, Buffalo, N.Y. Contact: (202) 232-6636, fax (202) 232-6630.

3-4: Fund raising. "The Fund Raising School: Fund Raising With Limited Budgets," Indiana University, West Plains, N.Y. Contact: Donna Brown, (217) 398-0700, fax (217) 398-0747.

3-5: General education. "Learning and Teaching for the 21st Century: Meeting the Skills of the Future," conference, Community College General Education Association and Suffolk Community College, Haverhill, Mass. Contact: Ina Casali or Deborah, Suffolk Community College, 200 Riverhead Road, Riverhead, N.Y. 11901; (516) 548-2375.

3-5: International studies. "The Challenges of Building a World-Class Workforce: Europe vs. America," conference, European Association of University Institutes for Technical and Vocational Education, Mainz, Germany. Contact: Manfred, Scarborough, Me. Schools, (207) 289-1070, fax (207) 289-1037.

3-5: Engineering and minorities. "Breakthroughs, Benchmarks, Best Practices," National Council for Minorities in Engineering

and Eastern Association of College Auxiliary Services, Burlington, Vt. Contact: EACAS, P.O. Box 870, Staunton, Va. 24401; (703) 885-8826, fax (703) 885-8335.

7-10: Literature. "Critical Theory: Curriculum, Pedagogy, Politics," institute for teachers of literature, National Council of Teachers of English, Ocean Creek Resort and Conference Center, Myrtle Beach, S.C. Contact: NCTE, 1111 Kenyon Road, Urbana, Ill. 61801; (217) 328-3870.

7-10: Philosophy and psychology. Conference, Society for Philosophy and Psychology, McGill University, Montreal. Contact: Alison Gopnik, Psychology Department, University of California, Berkeley, Cal. 94720.

7-10: Student personnel. Conference, Northeast Association of College and University Housing Officers, University of Maine, Orono, Me. Contact: Kevin Kelly, (207) 892-6766.

7-10: Student recruitment. "Saving Admissions Dollars Through Technology," workshop, Council for Advancement and Support of Education, Ann Arbor, Mich. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

7-10: Teaching. "Improving Math and Science Teaching," workshop, Pratt Community College, Pratt, Kan. Contact: Dave Lennie, Coordinator for Residential Life, Pratt Community College, Pratt, Kan. 67124; (316) 672-5641.

8-9: Women's studies. "Women and Society," conference, Marist College, Poughkeepsie, N.Y. Contact: J.A. Myers, Fontaine 315, Marist College, Poughkeepsie, N.Y. 12601-1187; (914) 575-3000, ext. 224 or Sue Lawrence, (914) 575-3000, ext. 2677.

8-9: Teacher education. "Extending Liberal Arts Strengths to Address the Changing Role of the Teacher," forum, Association of Independent Liberal Arts Colleges of Teacher Education, Louisville, Ky. Contact: Michael Vavrus, Tri-College Consortium, 2000 Vavrus, Tri-College Consortium, Iowa University Avenue, 52001; (319) 389-1197.

8-12: Multiculturalism. "Racial and Ethnic Relations in American Higher Education," national conference, Southwest Center for Human Relations Studies, San Francisco. Contact: Maggie Abunda, Executive Director, Southwest Center for Human Relations Studies, Continuing Education Institute, Public Service, University of Oklahoma, 555 Constitution, Norman, Okla. 73073-0005; (405) 925-1976, fax (405) 325-7698.

8-12: Higher education. Institute on general education, Association of American Colleges and University of North Carolina, Asheville, N.C. Contact: Carolina, Asheville, N.C. 2818 R Street, Program Office, Washington 20009; (202) 387-3760.

8-12: Auxiliary services. Annual meeting, Eastern Association of College Auxiliary Services, Burlington, Vt. Contact: EACAS, P.O. Box 870, Staunton, Va. 24401; (703) 885-8826, fax (703) 885-8335.

8-9: Multiculturalism. "American Pluralism: Toward a History of the Diversity of New York," Stony Brook, N.Y. Contact: Alfreda S. James, Office of Special Programs, State University of New York, Stony Brook, N.Y. 11794-3375, (516) 632-7090, fax (516) 632-9259.

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8-9: Teacher education. "Extending Liberal Arts

Coming Events

Continued From Previous Page

- 11-12: Student recruitment.** "Telemarketing: an Untapped Recruiting Tool," workshop, Council for Advancement and Support of Education, Washington, Contact: (202) 128-5900.
- 11-13: Community colleges.** Regional seminar, Association of Community College Trustees, Snowmass, Colo. Contact: ACCC, 1740 N Street, N.W., Washington 20036; (202) 775-4667.
- 11-13: Mathematics.** "Symposium in Honor of Ami Neider: Logical Methods in Mathematics and Computer Science," Cornell University, Ithaca, N.Y. Contact: Richard Shore, Department of Mathematics, Cornell University, Ithaca, N.Y. 14853.
- 11-13: May Sarton.** Conference on the life and work of May Sarton, Westbrook College, Portland, Me. Contact: Anne G. Arsenault, Continuing Studies, Westbrook College, 716 Stevens Avenue, Portland, Me. 04103.
- 11-13: Science education.** "Labs for Liberal Learning III: National Conference on the Role of Laboratory Exercises in General Education Science Courses," Hunter College of City University of New York and California State University at San Marcos, San Diego, Contact: Ezra Shahn, (619) 772-5349, fax (619) 772-5227, or (619) 752-4200, fax (619) 752-4030.
- 11-13: Science education.** "Science and Technological Education in the Freshman Year," workshop, University of South Carolina and other sponsors, Worcester, Mass. Contact: Freshman Year Experience Conferences, University 101, University of South Carolina, 128 College Street, Columbia, S.C. 29208; (803) 777-0029.
- 11-14: Virginia Woolf.** "Virginia Woolf: Themes and Variations," conference, Southern Connecticut and Western Connecticut State Universities, New Haven, Conn. Contact: Vera Newer-Turk, Department of English, Southern Connecticut State University, New Haven, Conn. 06515.
- 11-15: Continuing education.** "Lean and Mean: What's Up for Continuing Education in the 90's," regional meeting, Association for Continuing Higher Education, Ramada Hotel, West Springfield, Mass. Contact: Florence McGarry, School of Continuing Education, American International College, 1000 State Street, Springfield, Mass. 01109; (413) 747-6325.
- 11-15: Disabilities.** "The Americans With Disabilities Act, Title III—Accessibility," satellite seminar, California State University at Long Beach and California Association of Rehabilitation Professionals, Contact: Video Program Development, University Extension Services, California State University, 1250 Bellflower Boulevard, Long Beach, Cal. 90840-8002; (310) 985-8334, fax (310) 985-8449.
- 11-15: Management.** "Total Quality Management: Executive Seminar," QSystems Inc., Detroit, Contact: QSystems, 100 South Sunrise Way, Suite 350, Palm Springs, Cal. 92262; (619) 778-8704.
- 11-15: Disabilities.** "Learning Disabilities at the College Level," conference, University of Colorado, Boulder, Colo. Contact: Rush Services, (303) 443-8489.
- 11-15: Multiculturalism.** "Cultural and Linguistic Variation in the United States: Implications for Assessment and Intervention in Speech and Language," conference, Temple University, Philadelphia, Contact: Anne Filipen, (215) 787-1878.
- 11-15: Town-gown relationships.** "Town & Gown: Conflicts & Issues in Historic Preservation," symposium, Harrisburg Area Community College and Pennsylvania Historical and Museum Commission, Harrisburg, Pa. Contact: Michael R. Lefevre, (717) 787-4363.
- 11-15: Administration.** "Doing More With Less: The Challenge of Constraints," annual assembly, American Association of University Administrators, Cincinnati, Contact: General Secretary, AAUA, 2121 Street, N.W., Washington 20037; (202) 924-6503.
- 11-15: Athletics.** "Sport in the Global Village: Comparative Perspectives," conference, International Society for Comparative Physical Education and Sport, Houston, Contact: ISCPES, University of Houston, Houston 77204.
- 11-15: International education.** "Caribbean and American Cultures: Interaction and Impact," annual conference, Caribbean Association of Professionals and Scholars, Washington, Contact: CAPS, 617 Kennedy Street, N.W., Washington 20011.
- 11-15: Higher education.** Annual meeting, American Association of University Professors, Omni Shoreham Hotel, Washington, Contact: AAUP, Suite 500, 1012 14th Street, N.W., Washington 20005; (202) 737-5900.
- 11-15: Experiential learning.** "National Institute on the Assessment of Experiential Learning," Thomas Edison State College and other sponsors, Princeton, N.J. Contact: Debra Davarian, Director, National Institute, Thomas Edison State College, 101 West State Street, Trenton, N.J. 08608-1176; (609) 984-1141.
- 11-15: Women.** "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Detroit, Contact: NILD, 640 North First Avenue, Phoenix 85003; (602) 223-4290.
- 11-15: Fund raising.** "Major-Gifts Roundtable," Institute for Charitable Giving, Crystal City Marriott Hotel, Arlington, Va. Contact: ICG, (312) 222-9757, fax (312) 222-9411.

11-17: Student success courses. Four-day workshop on student success courses, College Survival Inc., Vancouver, British Columbia, Contact: (604) 528-8323, fax (604) 343-7553.

11-18: Music. "Institute for Music Theory," College Music Society, University of Montana, Missoula, Mont. Contact: CMS, (406) 721-9616.

11-19: Teaching. Summer institute on college teaching, Virginia Tidewater Consortium, Williamsburg, Va. Contact: Lawrence G. Doiolo, VTC, Health Sciences Building, Room 129, 5215 Hampton Boulevard, Norfolk, Va. 23509-0293; (804) 683-3183.

11-20: Drug abuse. "Summer School of Alcohol Studies," Rutgers University, New Brunswick, N.J. Contact: Rutgers University, (908) 932-4317.

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11-17: Environmental studies. "Remote Sensing for Marine and Coastal Environments: Needs and Solutions for Pollution Monitoring, Control, and Abatement," conference, ENR, New Orleans, Contact: (313) 994-1200, ext. 3234.

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11-19: Engineering. "A Conference for Exploration of a National Engineering Information Service," Engineering Foundation and Council on Library Resources, Palm Coast, Fla. Contact: Engineering Foundation, 345 East 47th Street, Room 303, New York 10017; (212) 705-7835.

11-19: Management. Management seminars, NCIEMS Management Services Inc., Saratoga Springs, N.Y. Contact: Arlene Barr, NCIEMS Management Services Inc., P.O. Drawer P, Boulder, Colo. 80301; (303) 497-0345 or (303) 497-0365, fax (303) 497-0338.

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Deadlines

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

June 1: Fulbrights. Applications for Fulbright awards for research and/or lecturing in Australasia or South Asia. Contact: Council for International Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box 69, Washington 20008-3009; (202) 686-7877.

June 15: India. Applications for awards for postdoctoral research in India under the Indo-American Fellowship Program. Contact: Council for Inter-

national Exchange of Scholars, 3007 Tilden Street, N.W., Suite 5M, Box 69, Washington 20008-3009; (202) 686-4017.

GRANTS

June 1: Humanities. Applications for grants to edit texts in the humanities for translation into English of important works. Contact: National Endowment for the Humanities, Room 100, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0201.

June 5: Foreign students. Applications for grants to assist graduate and upper division undergraduate students from the Baltic countries and East Central Europe. Contact: Gail A. Hochhaus, Director, Baltic/East Central Europe Assistance Awards Program, NAFSA: Association of International Educators, 1875 Connecticut Avenue, N.W., Suite 1000, Washington 20036; (202) 939-3124, fax (202) 939-3115.

June 5: Humanities. Applications for grants for humanities projects in museums and historical organizations. Contact: National Endowment for the Humanities, Room 420, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0284.

July 1: Non-profit sector. Applications for grants for research on the non-profit sector. Contact: Elizabeth T. Boiv, Director, Nonprofit Sector Research Fund, Aspen Institute, Suite 100, 1333 New Hampshire Avenue, N.W., Washington 20036; (202) 726-9000.

July 1: Occupational safety and health. Applications for grants for education programs in occupational safety and health. Contact: (404) 332-4561 or Adrienne McCloud, Grants Management Specialist, Grants Management Branch, Procurement and Grants Office, Centers for Disease Control, Room 300, 255 East Paces Ferry Road, N.E., Atlanta 30305; (404) 842-6049. (For further information, see *Federal Register*, January 24, Pages 29144).

July 15: Humanities. Applications for grants for travel to collections for research in the humanities. Contact: Kathleen Mitchell, Travel to Collections Program, Division of Fellowships and Seminars, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.

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11-20: Phenomenology. "Allegory Old and New: Creativity and Continuity in Culture," international conference, World Phenomenology Institute and International Society for Phenomenology and Literature, Luxembourg, Contact: wpi, (617) 489-3696.

11-20: Higher education. Annual meeting, American Association of University Professors, Omni Shoreham Hotel, Washington, Contact: AAUP, Suite 500, 1012 14th Street, N.W., Washington 20005; (202) 737-5900.

11-20: Experiential learning. "National Institute on the Assessment of Experiential Learning," Thomas Edison State College and other sponsors, Princeton, N.J. Contact: Debra Davarian, Director, National Institute, Thomas Edison State College, 101 West State Street, Trenton, N.J. 08608-1176; (609) 984-1141.

11-20: Women. "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Detroit, Contact: NILD, 640 North First Avenue, Phoenix 85003; (602) 223-4290.

11-20: Fund raising. "Major-Gifts Roundtable," Institute for Charitable Giving, Crystal City Marriott Hotel, Arlington, Va. Contact: ICG, (312) 222-9757, fax (312) 222-9411.

11-20: Computers. "National Educational Computing Conference," Los Angeles, Calif. Contact: NECC, 92, (817) 565-3983, (817) 565-2185 or Susan Gayle, (503) 346-2834, fax (503) 346-5890.

11-20: Environmental studies. "Remote Sensing for Marine and Coastal Environments: Needs and Solutions for Pollution Monitoring, Control, and Abatement," conference, ENR, New Orleans, Contact: (313) 994-1200, ext. 3234.

11-20: Teacher education. Annual meeting, National Association of State Directors of Teacher Education and Certification, Boston Park Plaza Hotel, Boston, Contact: Donald Hair, (206) 547-0437.

11-20: Computers. "Mathematica Across the Curriculum: Developing Courseware," workshop, Vanderbilt University, Nashville, Contact: (615) 322-2951.

11-20: Engineering. "A Conference for Exploration of a National Engineering Information Service," Engineering Foundation and Council on Library Resources, Palm Coast, Fla. Contact: Engineering Foundation, 345 East 47th Street, Room 303, New York 10017; (212) 705-7835.

11-20: Management. Management seminars, NCIEMS Management Services Inc., Saratoga Springs, N.Y. Contact: Arlene Barr, NCIEMS Management Services Inc., P.O. Drawer P, Boulder, Colo. 80301; (303) 497-0345 or (303) 497-0365, fax (303) 497-0338.

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reference, to be held in October 1992. Contact: Edna Mitchell, Office of Graduate Study, Mills College, Oakland, Cal. 94613; (510) 426-2000.

June 15: Manuscripts on the "The Politics of Popular Fiction," for possible publication in *Theoretical Interpretation*. Contact: Lee Jacobus and Regina Burck, Department of English, U-25, University of Connecticut, Storrs, Conn. 06269.

June 26: Telecommunications. Proposals on the theme "Harnessing Converging Telecommunications Technologies for Societal Applications" for possible presentations at the annual conference of the Pacific Telecommunications Council, to be held in January in Honolulu. Contact: Pacific Telecommunications Council, 2454 South Beretania Street, Suite 302, Honolulu 96826; (808) 941-3789, fax (808) 944-4874.

ican Culture Association, to be held in November in Chestnut Hill, Mass. Contact: Alan Cleeton, Wentworth Institute, Humanities and Social Sciences, 550 Huntington Avenue, Boston 02115; (617) 442-9010, ext. 370.

June 18: Utopian studies. Proposals for possible presentations at the annual meeting of the Society for Utopian Studies, to be held in November